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# **Pertanika Journal of Social Sciences and Humanities**

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## **Disleksia dalam Konteks Pembelajaran Bahasa di Malaysia**

**Vijayaletchumy a/p Subramaniam**

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### **ABSTRAK**

Kertas ini bertujuan untuk mengemukakan kepada masyarakat umum tentang disleksia dalam konteks pembelajaran bahasa di Malaysia. Penyelidik telah menjalankan kajian lapangan ke atas tujuh subjek kajian di Sekolah Kebangsaan Serdang. Ujian Jordan Writing Screening Test (JWST) dan Jordan Oral Screening Test (JOST) telah digunakan dalam kajian ini. Dapatan kajian menunjukkan terdapat dua jenis disleksia dalam aspek bacaan bahasa Melayu, iaitu disleksia visual dan disleksia auditori. Dapatan kajian juga memaparkan kebolehan murid-murid disleksia mempelajari bahasa dan membaca mengikut jenisnya.

### **ABSTRACT**

The purpose of this paper is to inform the public about dyslexia in the context of learning of language in Malaysia. The researcher had conducted a survey on 7 subjects in Sekolah Kebangsaan Serdang. The research instruments were Jordan Writing Screening Test (JWST) and Jordan Oral Screening Test (JOST). The outcome of this research shows that there are two types of dyslexia in the reading aspect of Malay Language; visual dyslexia and auditory dyslexia. The outcome of this research also indicated dyslexic student ability to read and to learn language.

**Kata kunci:** Disleksia, konteks pembelajaran bahasa, Jordan Writing Screening Test (JWST), Jordan Oral Screening Test (JOST)

### **PENDAHULUAN**

Apabila kanak-kanak memulakan alam persekolahan, guru dan ibu bapa mengharapkan murid-murid akan dapat menguasai kemahiran asas 3M, iaitu kemahiran membaca, menulis dan mengira pada jangka waktu tertentu. Hal ini kerana kemahiran tersebut adalah kemahiran asas bagi seseorang individu untuk menguasai kemahiran-kemahiran yang lain dalam kurikulum yang disediakan. Namun demikian, tidak semua murid yang diharapkan tersebut akan dapat menguasai kemahiran 3M ini. Oleh itu, ibu bapa dan guru akan berasa kurang selesa apabila mendapati anak atau murid di bawah jagaannya mengalami kesukaran untuk menguasai kemahiran yang berkenaan.

Pada peringkat awal persekolahan, kanak-kanak yang kurang berkeupayaan ini masih lagi dianggap 'biasa' oleh guru dan ibu bapa mereka,

tetapi setelah sekian lama bersekolah, mungkin enam bulan, satu tahun ataupun dua tahun, kanak-kanak tersebut masih lagi tidak menunjukkan kemajuan yang sepatutnya dalam menguasai kemahiran asas 3M. Murid ini seterusnya dianggap 'lembab' dan lambat menerima pelajaran, tidak berminat dengan pelajaran, malas dan terus tercicir dalam pelajaran. Bagi ibu bapa pula, mereka menganggap anak mereka tiada apa yang perlu dilakukan. Sebenarnya, ramai guru dan ibu bapa tidak menyedari kemungkinan kanak-kanak tersebut menghadapi masalah kesukaran pembelajaran spesifik, iaitu disleksia.

Program disleksia merupakan satu program baharu yang telah diperkenalkan di negara kita. Di peringkat antarabangsa, program disleksia telah lama dilaksanakan terutamanya di United Kingdom dan Amerika Syarikat. Disleksia juga

merupakan salah satu bidang Pendidikan Khas untuk membantu guru, murid dan ibu bapa dalam menangani masalah pengajaran dan pembelajaran murid-murid tersedia untuk tujuan ini tetapi kemudahan yang amat terhad.

### LATAR BELAKANG KAJIAN

Perkataan 'disleksia' (dyslexia) berasal daripada dua perkataan Greek, iaitu 'dys' yang bermakna 'kesukaran' dan 'lexia' yang bermakna 'perkataan'. Jika diterjemahkan secara terus, perkataan disleksia membawa maksud kesukaran dengan perkataan bertulis. Istilah lain yang telah digunakan untuk melabelkan mereka yang mempunyai kesukaran ini ialah buta huruf (word blindness or alexia) oleh Chinn (1996). Perkataan disleksia juga diperkenalkan oleh Professor Rudolf Berlin, seorang pakar perubatan dan *ophthalmologist* (Hammond dan Hughes, 1993:3) pada tahun 1887. Kanak-kanak yang mengalami ciri-ciri disleksia mempunyai kesukaran khusus dalam membaca, menulis dan mengeja. Kesukaran ini termasuklah masalah yang serupa dalam kerja nombor dan mengenali simbol-simbol nota muzik atau tanda matematik. Menurut Davis (1994), yang dipetik daripada Madhya Zhagan (1999), terdapat banyak ciri yang dikatakan seseorang kanak-kanak itu mengalami disleksia. Benton dan Pearls (1996) pula mengelaskan masalah pembelajaran disleksia kepada enam ciri berikut:

- Kesukaran belajar berbahasa
- Ketidakseimbangan dengan kebolehan intelektual
- Tidak lancar ketika membaca sesuatu bahan bercetak
- Tidak dapat menulis dengan lancar dan tepat (kesukaran meniru tulisan daripada papan hitam atau buku)
- Mata menjadi penat setelah beberapa minit menumpu pada tulisan
- Daya tumpuan yang terhad (pendengaran dan pengamatan visual)

Namun demikian, kanak-kanak ini tidak ketinggalan dari segi memiliki bakat dan kemahiran bahkan bijak dalam aspek perkembangan yang lain seperti melukis, mencorak, membentuk dan membina (Leong, 1998).

Mengikut Noor Aina Dani (2001: 17), para linguist menempatkan sistem bahasa lisan pada kedudukan yang pertama, manakala yang kedua ialah sistem bahasa tulisan. Hal ini kerana

bahasa lisan telah lama wujud sebelum bahasa tulisan dalam tamadun manusia. Di samping itu, bahasa tulisan bergantung pada bahasa lisan, bukan yang sebaliknya. Oleh itu, ahli linguistik lebih berminat untuk mengkaji bentuk bahasa yang paling asas, iaitu bahasa lisan. Bagi para psikolinguist dan neurolinguist, fenomena bahasa yang terbit daripada bahasa lisan menjadi minat pengkaji. Psikolinguist mahu mengetahui sebab manusia yang normal dapat membaca; neurolinguist pula berminat untuk mengkaji pola kebolehan membaca dan pecahan pola bagi proses bacaan yang normal. Sehubungan itu, penulis membicarakan masalah fenomena bahasa dalam bacaan dan hubungannya dengan aspek ejaan dalam disleksia dalam kalangan kanak-kanak.

### Definisi Disleksia dan Fenomena Bahasa

Kes pertama tentang disleksia telah dikesan oleh dua ahli fizik Inggeris, iaitu Morgan dan Kerr pada tahun 1896-97. Perkataan 'disleksia' (dyslexia) berasal daripada perkataan Greek yang bermaksud kesukaran menggunakan leksikon (Thomson, 1989). Disleksia didefinisikan oleh *Word Federation of Neurology* (1968) sebagai keracunan bahasa yang berlaku dalam kalangan individu yang pernah mendapat pembelajaran bahasa dalam kelas tetapi gagal memperoleh kemahiran membaca, menulis, atau mengeja separa dengan daya kebolehan inteletknnya. Sebagai contoh, individu tidak dapat membezakan huruf 'B' dengan angka '8' atau menulis huruf dengan terbalik.

Individu disleksia mempunyai kemahiran membaca yang rendah, sering kali membaca atau menulis perkataan dan huruf mengikut susunan terbalik, dan menyongsangkan perkataan atau huruf sewaktu bertutur. Individu ini juga mengalami kesukaran memadankan bunyi dengan simbol. Oleh itu, individu disleksia menggugurkan suku kata tertentu bagi perkataan yang banyak suku kata. Individu tersebut dikatakan mempunyai pemahaman lisan yang rendah, suka membaca senyap, dan mempunyai tulisan yang buruk. Kajian di beberapa negara menunjukkan lima hingga sepuluh peratus penduduk mengalami disleksia yang diwarisi daripada keturunan, dengan peratus lelaki lebih ramai daripada perempuan. Selepas bertahun-tahun membuat spekulasi tentang punca disleksia, akhirnya diketahui bahawa disleksia ada kaitan dengan kecederaan pada otak kanan atau kiri manusia.

Otak manusia terbahagi kepada dua hemisfera, disambungkan oleh jejambat yang dinamakan korpus kalosum. Bahagian kiri otak dikaitkan dengan kemahiran membaca, tempat menerbitkan perkataan, membentuk bunyi-bunyi, dan mengimbangi tatabahasa dengan peraturan sintaksis. Bahagian kanan otak pula mengendalikan pengecaman pola dan imej. Hasil kajian neurologi menunjukkan individu disleksia mempunyai daerah bahasa yang lebih kecil daripada individu yang normal. Dengan itu, individu disleksia cuba menggunakan otak kanan yang berfungsi mengecam pola dan imej untuk tugas mengenal huruf. Ekoran tindakan itu, huruf 'm' diterbalikkan menjadi 'w', atau 'n' menjadi 'u', atau 'b' menjadi 'p', dan sebagainya. Individu disleksia juga mempunyai korpus kalosum yang lemah. Sebagaimana yang diketahui, korpus kalosum menyenggara dan menghantar maklumat yang mendatang ke bahagian otak yang sesuai untuk diproses. Korpus kalosum individu disleksia bertindak lambat dan kurang tepat. Dengan itu, kebarangkalian maklumat sesuatu teks dihantar ke hemisfera kanan dengan tidak sengaja adalah tinggi.

#### *Disleksia Cara Tradisional*

Kes aleksia telah dilaporkan sejak abad pertama pengkaji-pengkaji menjalankan kajian neurolinguistik. Ada aleksia yang dihubungkan dengan bacaan dari huruf ke huruf. Dalam hal ini, berlaku ketidakupayaan individu mengenal beberapa perkataan atau unit yang lebih tinggi tetapi mampu mengenal huruf. Apabila diminta menyebut huruf dengan kuat (sewaktu menyalin huruf dengan tangan supaya dapat merasa input deria), individu dapat mengingat huruf-huruf yang dieja. Dengan itu, individu dapat menyebut perkataan-perkataan tertentu. Dari keterangan ini, jelas bahawa masalah yang dihadapi oleh individu aleksia ialah input tulisan, bukan input auditori tentang rangkaian huruf. Keadaan sedemikian menghasilkan keupayaan individu membaca segmen perkataan, bukan keseluruhan perkataan. Aleksia jenis ini disebut aleksia literal. Kata tugas dan perkataan yang tidak mengandungi makna dapat dibaca sedikit-sedikit berbanding kata nama. Ada juga yang tidak dapat membaca huruf tetapi dapat membaca angka dan perkataan pendek yang tidak mengandungi apa-apa makna.

Pembahagian cara tradisional tentang masalah membaca menggambarkan hierarki ejaan

itu sendiri. Tahap analisis yang paling rendah ialah huruf. Tahap yang teratas daripada huruf ialah kata, dan yang paling tinggi ialah ayat. Ternyata tahap-tahap ini hanya boleh digunakan untuk sistem tulisan yang menggunakan bentuk sistem fonem (bunyi) yang ditukar kepada grafem (huruf). Aleksia dilaporkan terjadi ke atas pembaca-pembaca yang menggunakan sistem tulisan silabik dan ideografik seperti yang terdapat pada tulisan Cina. Dalam sistem tulisan Cina, setiap simbol melambangkan gambaran sesuatu benda dengan tidak menyatakan bunyi-bunyi yang menjadi perkataan. Individu disleksia tidak dapat menuturkan bentuk perkataan secara lisan dan ada yang tidak memahami makna. Bagi sistem ejaan yang rumit seperti bahasa Jepun, yang memasukkan "kanji" (keseluruhan simbol kata untuk kebanyakan kata nama) dan "kana" (bentuk suku kata untuk kata tugas dan kata pinjaman), individu aleksia dikatakan menghadapi kesukaran untuk yang pertama, bukan yang kedua.

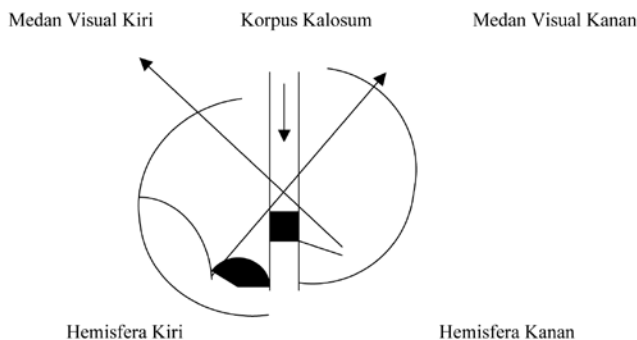
Perubahan perlu dilakukan pada salah satu lobus oksipital kiri otak individu aleksia supaya maklumat bertulis boleh disalurkan ke daerah-daerah bahasa di hemisfera kiri. Perubahan perlu juga dilakukan di bahagian belakang korpus kalosum supaya maklumat bertulis yang sampai ke hemisfera kanan dapat dipancarkan ke daerah-daerah bahasa di hemisfera kiri (lihat *Rajah 1*).

#### *Disleksia Cara Moden*

Seiring dengan kemajuan kajian dalam bidang kognitif neuropsikologi, para penganalisis telah membuat pembahagian yang baru tentang gangguan membaca akibat kecederaan otak (Tylor, 1980).

Dua pembahagian yang paling diminati ialah disleksia luaran dan disleksia dalaman. Individu yang mengalami disleksia luaran menyalin perkataan secara fonologi tetapi tidak dapat mengenal keseluruhan perkataan. Dalam bahasa Inggeris yang kaya dengan perkataan yang dieja dengan tetap, individu dapat membaca perkataan-perkataan yang tidak mengandungi makna. Sebaliknya, individu tidak dapat membaca dengan betul perkataan yang ejaannya tidak tetap. Lazimnya, individu yang mengalami disleksia luaran gemar menyebut rangkaian huruf seperti *strayigt* untuk *straight*.

Secara perbandingan, individu dengan disleksia dalaman tidak dapat menyalin perkataan-perkataan secara fonologi. Selepas



*Rajah 1: Perubahan ditandai warna hitam. Maklumat dari medan visual kanan tidak sampai ke daerah bahasa kerana kecederaan di bahagian lobus oksipital. Maklumat dari medan visual kiri juga tidak sampai ke daerah bahasa: maklumat sampai ke lobus oksipital kiri tetapi tidak dapat melintas ke hemisfera kiri kerana kecederaan korpus kalosum*

membaca perkataan yang baru seperti “bait”, individu tersebut menyebut perkataan itu sebagai: /bae-it/, namun dapat juga melaksanakan bacaan dengan cara “gestalt” atau melihat satuan perkataan, dan sebagai hasilnya individu banyak melakukan kesalahan semantik. Sebagai contoh, individu melihat perkataan orkestra dan membaca perkataan itu dengan kuat sebagai “simponi”. Realiti psikologi tentang sistem ejaan perkataan-perkataan yang tertentu menunjukkan bukti bahawa individu disleksia tidak dapat membaca perkataan yang tidak mengandungi apa-apa makna tetapi nampak serupa dengan perkataan yang bermakna (contoh: *leud* dan *lend*).

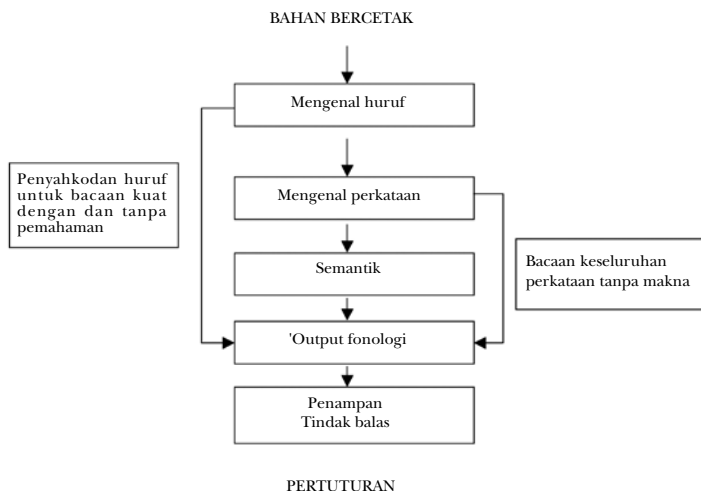
Beberapa ciri lain turut dikaitkan dengan disleksia dalaman walaupun belum ada penjelasan yang utuh. Individu dengan disleksia dalaman mengalami kesukaran membaca kata tugas jika dibandingkan dengan kata nama, dan kadangkala melakukan kesalahan bentuk terbitan daripada imbuhan awalan, sisipan, dan akhiran. Individu tersebut menggugurkan, menambah atau menggantikan sesuatu kata dengan kata yang lain. Beberapa pengkaji tertanya-tanya tentang “kesalahan-kesalahan visual” yang dilakukan oleh individu disleksia dalaman kerana kesalahan sedemikian tidak mungkin ada kaitan dengan simptom lain.

Pengamal psikologi kognitif pernah membentuk satu model tentang operasi proses membaca secara psikolinguistik yang berasaskan pola-pola bacaan individu disleksia. Kewujudan individu disleksia luaran dan disleksia dalaman digunakan untuk mempertikaikan kebolehpercayaan model laluan duaan bagi bacaan yang normal. Dipercayai bahawa kebanyakan pembaca yang normal dapat

menyahkan perkataan-perkataan yang dibaca secara fonologi, jika perlu. Pembaca yang normal juga dapat mengenal keseluruhan perkataan dan mengetahui makna perkataan tanpa perlu menyahkan sesuatu perkataan secara fonologi. Carta aliran yang diajukan oleh John Morton (1979) sewaktu beliau membentuk nosi tentang imej perkataan yang terbentuk sewaktu seseorang membaca telah diubah suai oleh para pengkaji untuk menerangkan susunan yang dipercayai perlu ada semasa membaca dengan kuat (lihat *Rajah 2*). Dikatakan bahawa bacaan pembaca yang normal melibatkan lebih daripada satu perkataan tetapi susunan asas melibatkan bacaan dari satu kata ke satu kata.

Pada tahun 1980an, model yang tertera pada *Rajah 2* telah mendapat tentangan pendukung teori perkataan. Dikatakan bahawa proses-proses yang berlaku di dalam otak, (termasuk proses membaca) tidak beroperasi secara sehalu tetapi dengan cara sejajar. Mereka menggunakan komputer untuk mengajuk cara sebenar kanak-kanak dan orang dewasa belajar membaca. Mereka menunjukkan bukti kesan “kumpulan” atau kejiranan” terhadap bacaan perkataan seperti *mint* yang mempunyai banyak “jiran” dengan sebutan yang sama (*lint*, *hint*, dll) lebih cepat dan awal dipelajari daripada perkataan “pinggiran” seperti *pint*. Linguis telah memperakukan hal ini, iaitu perbuatan menganalogi perkataan berlaku seiring dengan perubahan sesuatu bahasa mengikut peredaran zaman (contoh: perbezaan bahasa Melayu klasik dengan bahasa Melayu moden).

Data tentang kecelaruan bahasa dalam kalangan mereka yang tercedera otak diminati oleh linguis kerana ada hubungan dengan



Rajah 2: Model tentang bacaan kuat Grosser (1996)

organisasi leksikon. Kelainan yang berlaku sewaktu membaca kata tugas dan kata nama menjadi bukti bahawa perkataan-perkataan yang tertentu disusun dalam subkomponen yang berlainan.

Terdapat beberapa kajian terhadap murid pemulihan yang mengalami ciri-ciri pembelajaran disleksia. Kajian yang dijalankan oleh Jabatan Pendidikan Amerika Syarikat pada tahun 1995 yang dipetik daripada Spaford dan Grosser (1996) menganggarkan kira-kira 2.63% hingga 5.0% murid pemulihan mengalami ciri-ciri pembelajaran disleksia. Kajian ini dijalankan dengan hanya melihat kepentingan pemprosesan fonologi yang dianggap komponen penting dalam kalangan murid pemulihan untuk meningkatkan perkembangan literasi bahasa.

Nor Hasniza Parman (1997) telah menjalankan kajian tentang ciri-ciri disleksia dalam kalangan kanak-kanak murid pemulihan berumur 7 hingga 9 tahun. Hasil kajiannya mendapati daripada 42 murid pemulihan yang telah dipilih sebagai subjek kajian, terdapat tujuh orang atau 16.6% daripada mereka telah dikenal pasti mengalami ciri-ciri pembelajaran disleksia. Miles (1998) membuat kajian perbandingan keberkesanan dua pendekatan pengajaran bacaan permulaan dalam kalangan murid pemulihan di Selangor dan Wilayah Persekutuan. Hasil kajiannya mendapati daripada 132 murid pemulihan yang telah dipilih sebagai sampel kajian, terdapat 40 orang atau hampir 20.0% dikenal pasti mengalami ciri-ciri pembelajaran disleksia. Daripada dapatan kajian disoroti, dapat dirumuskan bahawa memang

terdapat dalam kalangan murid pemulihan yang mengalami ciri-ciri pembelajaran disleksia.

#### *Jenis-jenis Disleksia*

Manusia yang bermasalah disleksia sebenarnya adalah seorang yang unik. Mereka mempunyai apa yang tidak dimiliki oleh orang lain. Ramai yang menghadapi masalah disleksia adalah seorang yang kreatif dan unggul dalam bidang-bidang tertentu. Menurut *British Dyslexia Association* (1999), terdapat individu disleksia yang baik dalam lukisan, grafik, elektronik, mekanik, drama, muzik atau kejuruteraan. Disleksia lazimnya dikategorikan kepada tiga jenis iaitu:

##### (i) Disleksia Visual

Disleksia ini merujuk kepada permasalahan yang dihadapi oleh murid yang dapat melihat dengan baik tetapi tidak dapat membezakan, membuat interpretasi atau mengingat perkara yang dilihat. Sejauh mana penguasaan seseorang murid itu terjejas adalah bergantung pada darjah masalah yang dihadapi. Terdapat juga masalah yang kritikal sehingga murid tidak dapat membaca langsung. Walau bagaimanapun terdapat murid yang hanya mengalami masalah menyebut perkataan yang mempunyai suku kata yang banyak.

##### (ii) Disleksia Auditori

Untuk kategori ini kita dapat melihat berlakunya persamaan penyebutan perkataan melalui proses penglihatan tetapi menghadapi masalah dalam menjalankan aktiviti yang berkaitan dengan

fungsi pendengaran. Kanak-kanak disleksia yang menghadapi masalah auditori ini sukar untuk membezakan persamaan dan perbezaan antara bunyi yang didengar, mengenal pasti bunyi dalam setiap perkataan, mengadun bunyi untuk menjadikan perkataan, dan membahagikan perkataan ke dalam suku kata tertentu. Kanak-kanak ini akan menghadapi masalah dalam kemahiran membaca.

### (iii) Disleksia Visual –Auditori atau Dysgraphia

Kanak-kanak disleksia kategori ini menghadapi kesukaran menggunakan kedua-dua deria, iaitu penglihatan dan pendengaran. Kesannya akan terjadilah gangguan dalam proses penerimaan maklumat melalui visual dan auditori. Lazimnya kanak-kanak ini akan mengalami tekanan dan rasa rendah diri yang amat negatif.

### *Ciri-ciri Disleksia*

Kanak-kanak disleksia lazimnya mempunyai ciri-ciri yang boleh dikategorikan kepada beberapa bahagian. Ibu bapa dan guru sebagai orang yang paling hampir dengan kanak-kanak boleh membuat pengenalpastian secara umum terhadap anak mereka. Hal ini adalah kerana pengenalpastian di peringkat awal adalah paling baik untuk membantu kanak-kanak yang mungkin mempunyai ciri-ciri disleksia agar diberi rawatan atau terapi secepat mungkin (Ott, 1997).

#### (i) Umum

- Perkembangan bahasa atau peraturan
- Koordinasi yang lemah
- Pergerakan pergelangan tangan agak kekok
- Hasil penulisan yang lemah
- Menulis lambat
- Ejaan yang lemah
- Kebolehan membaca dua tahun ke belakang
- Kekeliruan dalam penggunaan jam atau konsep masa
- Sering mengalami kesukaran dalam laluan yang berliku-liku
- Kesukaran mendiskriminasikan pandangan dan pendengaran
- Kesukaran mengeja, membaca, menulis dan mengira
- Kecelaruhan dalam menerima pelbagai arahan
- Kekeliruan perkataan yang hampir sama seperti on-no, for-from, was-saw

- Masalah mengeja
- Masalah meniru atau menyalin daripada papan hitam

#### (ii) Pengamatan dan tingkah laku

- Sering keliru dengan arah: kiri/ kanan atau atas / bawah.
- Sukar memberitahu waktu dan tepati masa.
- Sukar mengingat simbol-simbol Matematik.
- Mudah merasa tertekan atau emosional.
- Biasanya mempunyai perasaan rendah diri.
- Sering mengalami kesukaran dalam mempelajari turutan ketika berpakaian.
- Biasanya mengalami kesukaran memakai kasut pada kaki yang betul.
- Nampak cerdik tetapi tidak boleh membaca, menulis atau mengeja pada tahap tertentu.

#### (iii) Kecelaruhan pandangan dan penglihatan

- Kesukaran dalam membatangkan perkataan.
- Gemar meninggalkan huruf pada pangkal perkataan. Misalnya 'pergi' disebut 'pegi'.
- Gemar menambah huruf dan perkataan. Misalnya; 'bulan' disebut 'bulang'.
- Sering tidak membaca dalam keadaan ceria.
- Menunjukkan pertukaran, penambahan, penggantian atau pengulangan perkataan dan nombor semasa membaca dan menulis.
- Sering mengeja dengan tidak konsisten.
- Susah hendak memahami perkataan yang dibaca atau ditulis.
- Mempunyai masalah ingatan pandang dan ingatan dengar.
- Masalah dalam susunan urutan huruf dan nombor.
- Kekeliruan memahami hala kiri dan kanan, bawah dan atas.
- Kebalikan huruf-huruf atau nombor-nombor tertentu.
- Hilang baris apabila membaca atau mengulangi ayat yang sama.
- Masalah koordinasi dan pergerakan halus.

#### (iv) Kemahiran motor halus dan kasar

- Menghadapi masalah memasukkan dan menyusun tali kasut dalam lubang dengan betul.
- Menghadapi masalah memegang pensel dengan betul.
- Menghadapi masalah dalam aktiviti menangkap.
- Menghadapi masalah menggunakan gunting terutamanya yang kidal.

- Sering menghadapi masalah kesukaran mengenal pasti bunyi yang didengar.
- Menghadapi masalah membuat pengiraan secara mengundur.
- Kesukaran mengingat turutan seperti huruf, hari dalam seminggu dan bulan dalam tahun.
- Kesukaran dalam mengimbang badan.
- Kesukaran memegang, melontar atau menyepak bola dengan baik.
- Kesukaran naik tangga.
- Kesukaran dalam latihan tarian kerana sukar mengingat langkah.

Berdasarkan ciri-ciri yang telah diberikan di atas, adalah diharapkan ibu bapa mahupun guru dapat mengenal pasti kanak-kanak yang berkemungkinan menghadapi masalah disleksia. Walau bagaimanapun pengenalanpastian ini mestilah melalui ujian-ujian yang telah diakui di seluruh dunia.

#### Latar Belakang Teori Kajian

Untuk menjalankan kajian ini, penyelidik menggunakan Teori Sindrom Disleksia yang diutarakan oleh Levinson (1994). Mengikut Levinson, (1994), terdapat disleksia dalam bacaan, disleksia dalam tulisan, dan disleksia dalam aritmetik.

#### Disleksia dalam Bacaan

Sebilangan besar murid disleksia menunjukkan tanda-tanda tidak dapat mengimbangi daya mengingat huruf dengan perkataan, sama ada secara visual atau fonetik. Oleh itu, murid-murid disleksia cuba mengingat bentuk huruf, bunyi huruf, dan gabungan perkataan berulang kali kerana mereka mudah lupa. Untuk mengatasi kelemahan ini, kebanyakan murid disleksia membuat bentuk huruf, bunyi huruf, dan gabungan perkataan supaya kelemahan mereka tidak dapat dikesan oleh guru sehinggalah beberapa tahun kemudian.

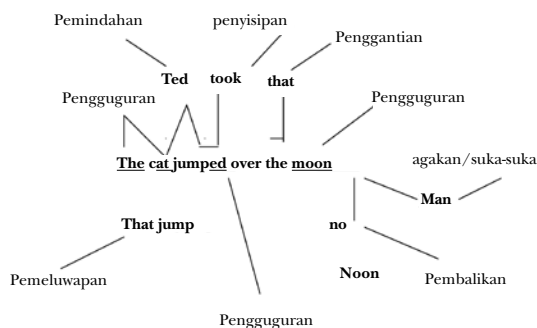
Contoh ketidakseimbangan daya mengingat huruf dengan perkataan secara visual atau fonetik jelas bagi huruf *b* dan *d*, seperti *was* dengan *saw*, *on* dengan *no*, dan *god* dengan *dog*.

Semasa murid-murid disleksia sedang membaca, berlaku penetapan dan pengesanan mata terhadap huruf-huruf. Mata murid-murid disleksia tidak dapat mengimbas huruf, kata, dan ayat yang berlainan. Oleh sebab mata sukar mengimbas bahan bacaan, maka huruf, kata, dan

ayat dilangkau-langkau. Hal ini mengakibatkan tumpuan dan pemahaman yang lemah terhadap bahan bacaan. Oleh itu, murid-murid disleksia tidak dapat memahami bahan bacaan yang sedang dibaca kerana apa yang diimbas oleh mata dilihat bertaburan di sana sini.

Akibat kesukaran pengimbasan oleh mata, huruf-huruf yang kecil sering kali dilangkau, seolah-olah memperlihatkan bahawa huruf-huruf kecil sukar dikenali berbanding huruf yang lebih besar. Selain itu, huruf-huruf dalam suku kata dan segmen perkataan sering kali dilangkau dan mengakibatkan kesalahan seperti *P* untuk *O* atau *I*, *T* untuk *I*, *read* untuk *red*, dan *us* untuk *bus*. Perbuatan ini menghasilkan paduan atau kesalahan penukaran perkataan. Murid-murid disleksia mungkin melihat *the cat* atau *good boy* tetapi membaca *that* dan *go by*. Dengan menyemak kesalahan yang berlaku dan mekanisme yang terhasil sewaktu murid-murid disleksia membaca ayat "*the cat jumped over the moon*," kita mendapat pemahaman yang jelas tentang cara menganalisis bacaan murid-murid disleksia. Seterusnya, kita dapat memahami secara mendalam mekanisme yang menyebabkan kesalahan bacaan dalam kalangan murid tersebut.

Rajah 3 menggambarkan kesalahan yang sering dilakukan oleh murid-murid disleksia. Rajah 3 juga menggambarkan mekanisme yang berlaku sewaktu murid-murid disleksia cuba membaca ayat "*the cat jumped over the moon*". Dengan menggunakan kaedah analisis kesalahan, kita mengetahui bahawa mekanisme yang terlibat ialah keagagalan mengesan huruf akibat melihat susunan bahan bacaan yang bertabur merupakan salah satu daripada ciri bacaan murid-murid disleksia. Keadaan ini menyebabkan pengguguran huruf, perkataan, bahkan ayat daripada kedudukan yang asal.



Rajah 3: Mekanisme kesalahan bacaan dalam kalangan murid disleksia (Sumber: Levinson, 1994)



Sering kali segmen huruf diganti atau dibawa ke tempat yang baru dan mewujudkan pembentukan huruf, perkataan atau ayat yang baru. Oleh itu, teks visual yang asal atau susunan ayat terganggu. Jika terdapat fonem yang sama dalam susunan bunyi yang sejajar dengan perkataan yang terlibat, maka berlakulah gangguan mekanisme seperti pada *Rajah 1*, tanpa mengira daya kecerdasan murid-murid disleksia. Fonetik atau input auditori menjadi kabur, tidak tersusun, dan terbalik. Ciri inilah yang terdapat dalam bacaan murid-murid disleksia. Kesan yang sebegini boleh dikaitkan dengan penglihatan.

Oleh sebab berlaku kecederaan pada kawasan cuping temporal yang ada kaitan dengan penglihatan dan aidotpro, maka perkataan atau bunyi-bunyi yang dituturkan oleh murid-murid disleksia agak kabur atau tidak jelas. Pada masa tertentu, telinga atau mata murid-murid disleksia seakan-akan tersumbat atau dilekatkan dengan sepetah kata sahaja. Hal ini menyebabkan murid-murid disleksia sukar untuk mengkategorikan dan meneruskan bacaan atau tidak dapat mengawal diri untuk kembali mengulang sebut satu perkataan yang sama. Tabiat ini dinamakan ketekunan (*perseveration*). Jika mekanisme yang sama mempengaruhi minda murid-murid disleksia, maka murid-murid tersebut tidak dapat membebaskan pemikirannya daripada melakukan kecenderungan yang sama. Mengikut istilah psikiatrik, hal ini dirujuk sebagai ketaksuban emosi. Desakan akan berlaku untuk mengulangi tugas yang sama beberapa kali jika berlaku ketaksuban secara emosi.

### OBJEKTIF KAJIAN

Objektif kajian ini adalah untuk:

- (i) mengenal pasti jenis disleksia yang ada kaitan dengan aspek bacaan.
- (ii) mengenal pasti konsep pembelajaran bahasa murid-murid disleksia dalam aspek bacaan mengikut jenisnya.

#### *Pernyataan Masalah*

Kerajaan tidak menyediakan kelas pemulihan khas untuk murid-murid disleksia. Di Malaysia, belum ada peruntukan khas bagi pembelajaran bahasa untuk murid-murid disleksia. Murid-murid disleksia dimasukkan ke dalam kelas-kelas biasa dan mereka terpaksa bersaing dengan murid-murid yang normal dalam semua aspek

pembelajaran bahasa. Akibatnya, murid-murid disleksia mendapat markah yang lebih rendah daripada murid-murid yang normal dan dengan itu dianggap sebagai murid-murid yang lembab tetapi hal ini tidak benar kerana ada yang mempunyai kebolehan yang luar biasa. Murid-murid disleksia menghadapi masalah pembelajaran bahasa dan sepatutnya diasingkan di dalam kelas yang khas, iaitu kelas yang menggunakan pendekatan dan aktiviti pembelajaran bahasa yang berlainan daripada murid-murid yang normal.

Kajian tentang disleksia telah lama dan banyak dilakukan di peringkat antarabangsa, terutamanya, di United Kingdom dan Amerika Syarikat. Walau bagaimanapun, di negara ini beberapa pengkaji terdahulu telah menghadapi kesukaran untuk mendapat bahan-bahan kajian terutamanya yang berkaitan dengan kaedah menangani masalah disleksia dalam kalangan murid pemulihan. Disleksia merupakan satu fenomena yang masih dianggap baharu di Malaysia. Oleh itu, tidak banyak kajian tentangnya dijalankan di negara ini.

Berdasarkan pernyataan masalah yang telah dipaparkan, pengkaji dapat menyimpulkan bahawa kajian ini sangat perlu dijalankan kerana;

- (i) Didapati masih ramai guru tidak mengetahui tentang ciri-ciri disleksia yang dialami oleh murid mereka, sedangkan mereka adalah orang yang utama akan berdepan dengan murid tersebut di sekolah. Justeru, mereka tidak dapat menyediakan kaedah pengajaran yang bersesuaian dengan masalah yang dihadapi oleh murid.
- (ii) Ibu bapa tidak mengetahui apakah masalah sebenarnya yang dialami oleh anak mereka dan tidak mengetahui di manakah harus dirujuk untuk mendapatkan bantuan, dan
- (iii) Didapati kajian tentang ciri-ciri pembelajaran kanak-kanak disleksia yang dikaitkan dengan aspek pendidikan sangat kurang dilakukan di negara ini. Dengan ini menyebabkan guru, ibu bapa dan masyarakat keseluruhannya tidak mudah mendapatkan bantuan bagi mengatasi masalah pembelajaran yang dialami oleh anak-anak mereka.

Dengan ini kajian tentang ciri-ciri disleksia dalam kalangan murid pemulihan di sekolah rendah haruslah dilakukan supaya suatu tindakan yang bersesuaian dengan keperluan masalah yang dihadapi dapat diusahakan.

### *Penerangan Berdasarkan Rajah Perbezaan Otak Biasa dan Penghidap Disleksia*

Otak adalah organ yang bertanggungjawab untuk pembelajaran. Di dalam otak biasa, kawasan di bahagian kiri yang bertanggungjawab untuk penguasaan bahasa adalah lebih besar daripada kawasan yang sama di bahagian kanan. Jika dilihat pada *Rajah 4*, menunjukkan satu bintik bertanda merah pada bahagian otak kiri. Bahagian tersebut dikenali sebagai 'planum temporal'. Bahagian yang bertanda merah menunjukkan otak murid normal semasa aktiviti membaca manakala otak murid yang menghidap disleksia didapati tiada tanda tersebut. Terdapat perbezaan antara kedua-duanya. Tanda tersebut yang menyebabkan berlaku proses yang mengakibatkan seseorang itu mempunyai ciri-ciri disleksia kerana berlaku sedikit kerosakan pada otak. Walaupun seseorang itu mengalami kerosakan pada otak yang dikenali sebagai disleksia, terdapat latihan intensif yang boleh diaplikasikan untuk memulihkannya. Apabila seseorang itu telah pulih, bintik yang bertanda merah akan pulih sepenuhnya.

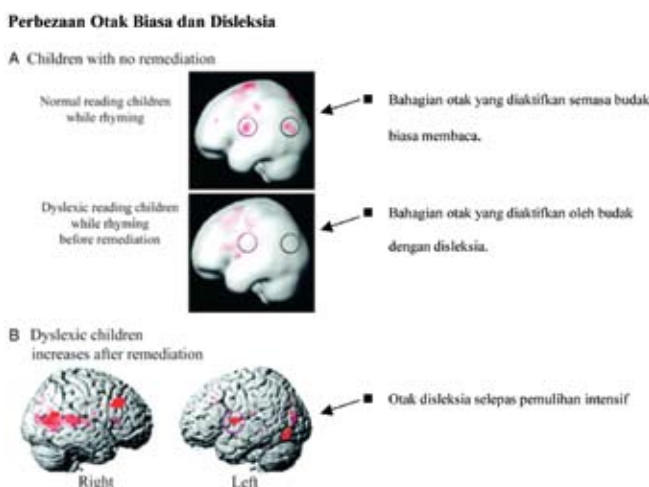
### *Kepentingan Kajian*

Kajian bahasa yang ada kaitan dengan murid-murid disleksia di Malaysia ternyata sangat kurang. Hasil kajian ini kelak diharap dapat memberi kesedaran tentang kepentingan memikirkan penubuhan kelas pemulihan khas untuk murid-murid disleksia. Dengan ini, murid-murid tersebut

dapat mengalami suasana pembelajaran bahasa yang bersesuaian dengan daya kognitif mereka. Dengan adanya kelas pemulihan khas untuk murid-murid disleksia, mereka dapat dipulihkan berdasarkan jenis disleksia, iaitu disleksia visual atau disleksia auditori. Hal ini penting kerana aspek pembelajaran bahasa, khususnya bacaan adalah berlainan antara murid-murid disleksia visual dengan murid-murid disleksia auditori.

Dengan meneroka pembelajaran bahasa murid-murid disleksia, penyelidik dapat mengenal pasti punca murid-murid menghadapi masalah membaca. Kemudian, penyelidik mencari pendekatan yang berkesan untuk memperkenalkan huruf kepada murid-murid disleksia. Lama-kelamaan mereka diharap dapat menguasai kemahiran mengenal huruf. Selanjutnya, mereka dapat membatangkan suku kata sesuatu perkataan.

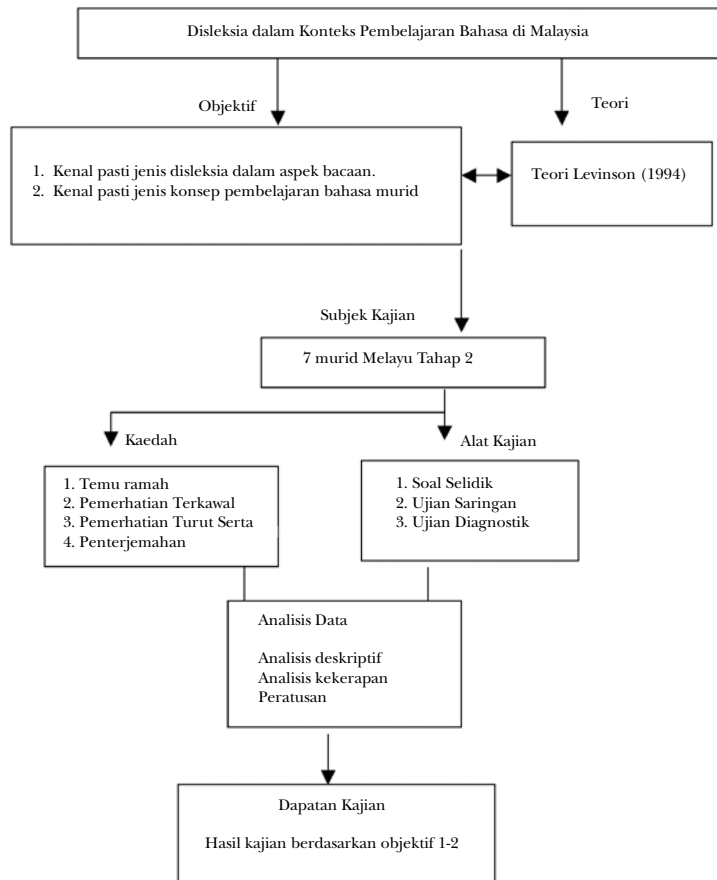
Hasil kajian ini diharap dapat mengutarakan pendekatan dan aktiviti pengukuhan huruf-huruf yang hampir sama bentuk. Langkah ini membolehkan murid-murid disleksia membezakan dengan betul perkataan yang mengandungi huruf yang hampir sama bentuk. Selain itu, penyelidik akan mengemukakan latihan menyebut bunyi perkataan secara betul yang membolehkan murid-murid mengenal pasti kesalahan sebutan mereka dan akhirnya dapat menyebut sesuatu perkataan dengan betul. Secara tidak langsung, kesukaran menyelesaikan masalah penambahan bunyi sebutan kata dapat diatasi.



*Rajah 4 : Perbandingan otak orang biasa dan penghidap disleksia  
Sumber: Temple et. Al. Proc Nat A. Sc. 2003 dalam Khoo Teik Bong,  
Institut Pediatrik Hospital Kuala Lumpur*

# Kerangka Konsepsi

Tajuk



Kepentingan kajian bukan sahaja membolehkan kita melihat gerak balas luaran tetapi juga faktor neurologi. Mengikut pakar-pakar neurologi, murid-murid disleksia menguasai perkataan yang digunakan dalam pertuturan seharian. Namun, korpus kalosum murid-murid disleksia didapati lemah atau daerah bahasanya di hemisfera kiri lebih kecil daripada murid-murid yang normal. Oleh sebab dua faktor tadi, maka berlaku masalah penggantian huruf dalam aspek bacaan.

## Tempat Kajian

Kajian ini telah dijalankan di Sekolah Rendah Kebangsaan Serdang. Rasional untuk memilih tempat ini ialah murid-murid di kawasan ini berasal dari keluarga yang bertutur dalam bahasa Melayu, kurang dipengaruhi oleh dialek bahasa Melayu kedaerahan dan kenegerian. Pemilihan

murid-murid ini adalah berdasarkan kepada homogeniti kaum, iaitu semuanya berbangsa Melayu dan menggunakan bahasa Melayu sebagai bahasa ibunda sama ada di rumah atau di sekolah. Selain itu, murid-murid di sekitar kawasan ini mempunyai latar belakang keluarga dan status ekonomi yang baik.

## Populasi dan Pensampelan

Populasi kajian ini terdiri daripada murid-murid yang mengalami masalah membaca yang teruk, iaitu murid-murid dari kelas pemulihan khas seramai 20 orang dari Sek. Kebangsaan Serdang. Murid-murid tersebut telah dicalonkan oleh guru kelas dan guru kelas pemulihan bahasa mereka. Setelah pengkaji membuat soal selidik tentang latar belakang semua murid yang dipilih, didapati murid-murid dari kelas pemulihan khas tidak boleh

dijadikan sampel kerana mereka tidak mengalami masalah membaca yang disebabkan oleh disleksia. Mereka tergolong dalam kumpulan pelajar *slow learner*. Ada juga yang mengalami autisme ringan. Ciri pelajar *slow learner* dan autisme tidak sama dengan disleksia. Oleh yang demikian, murid-murid dari kelas pemulihan khas ini tidak boleh diambil untuk dijadikan sampel kajian. Sampel kajian hanyalah murid-murid yang mengalami masalah membaca yang mempunyai ciri disleksia. Satu ujian saringan telah dijalankan ke atas murid-murid Tahun Lima yang telah dipilih. Umur mereka dalam lingkungan 11 tahun. Hasil daripada ujian saringan yang dibuat didapati hanya seramai tujuh murid yang layak dijadikan sampel kajian.

### KAEDAH KAJIAN

Kaedah kajian ini berasaskan kepada tiga kaedah utama, iaitu kaedah kepustakaan, temu bual dan pemerhatian ikut serta.

#### *Kaedah Kepustakaan*

Kajian ini bermula dengan rujukan perpustakaan yang dilakukan untuk mencari maklumat tentang disleksia. Rujukan yang digunakan adalah merangkumi buku, jurnal, makalah, surat khabar, penulisan tesis dan kertas kerja. Selain itu, rujukan bahan-bahan daripada internet dilakukan terutamanya untuk meneroka maklumat terkini tentang disleksia di dalam dan luar negara. Pengumpulan bahan ini adalah untuk menambah pengetahuan dan bahan-bahan ini dapat dijadikan perbandingan atau sokongan kepada dapatan penyelidikan.

#### *Kaedah Temu Bual (Wawancara)*

Kaedah ini dilaksanakan dengan menemu bual individu tertentu untuk mendapat seberapa banyak maklumat terperinci tentang masalah pembelajaran spesifik disleksia yang berlaku di negara ini. Sebelum sesi temu bual, beberapa prosedur tertentu akan dipatuhi oleh penyelidik seperti menyediakan soalan-soalan yang berkaitan dengan sesi temu bual bagi memudahkan pengendalian sesi temu bual serta menghubungi individu yang akan ditemu bual untuk menetapkan tarikh dan masa.

#### *Kaedah Pemerhatian Ikut Serta*

Kaedah pemerhatian ikut serta ini adalah untuk mengumpul data dan maklumat pada peringkat awal kajian. Kaedah ini adalah satu kaedah

kualitatif yang digunakan bagi melihat gambaran secara keseluruhan perjalanan pengajaran dan pembelajaran murid-murid yang mengikuti Program Rintis Bermasalah Pembelajaran Spesifik Disleksia. Kaedah pemerhatian akan dilakukan oleh penyelidik untuk mendapatkan maklumat tentang masalah ejaan yang sering dihadapi oleh murid-murid disleksia ini. Hasilnya direkodkan supaya pengkaji dapat membuat analisis mekanisme kesalahan ejaan yang dilakukan dengan menggunakan Teori Sindrom Disleksia oleh Levinson (1994).

### ALAT KAJIAN

Penyelidik menggunakan beberapa kajian seperti Soal Selidik, Ujian Saringan, dan Ujian Diagnostik.

#### *Soal Selidik*

Soal selidik ini digunakan untuk mengumpul maklumat awal tentang latar belakang murid-murid yang dipilih menjadi sampel kajian. Maklumat murid diambil daripada maklum balas guru kelas dan ibu bapa pelajar.

#### *Ujian Saringan*

Ujian saringan dapat menolong usaha mengenal pasti murid yang lemah dalam bacaan berbanding rakan sebayanya, di samping mengasingkan murid yang bermasalah membaca menerusi faktor-faktor lain. Selain itu, ujian dapat menentukan golongan murid yang benar-benar memerlukan bantuan khusus melalui satu program pengajaran dan pembelajaran yang dapat memenuhi keperluan khas pelajar tersebut. Ujian saringan ditadbirkan sekurang-kurangnya tiga kali. Dalam kajian ini, terdapat tiga set ujian saringan, iaitu ujian saringan bahasa Melayu, ujian saringan aritmetik dan skala pemarkahan perkembangan murid-murid.

Ujian Saringan Bahasa Melayu mengandungi kemahiran seperti yang berikut:

- Menyebut nama abjad kecil secara rawak.
- Menyebut nama abjad besar secara rawak.
- Membaca abjad secara turutan.
- Menyebut abjad yang ditunjukkan.
- Membulatkan huruf-huruf konsonan awal perkataan berdasarkan gambar
- Menyesuaikan huruf-huruf vokal dengan gambar yang sesuai
- Membaca suku kata KV
- Membaca suku kata KVK
- Membaca suku kata KVKK

- Menyesuaikan suku kata perkataan yang hampir sama bunyi
- Mengeja perkataan KVKVK
- Kemahiran pengamatan
- Kemahiran perkembangan bahasa

#### Ujian saringan Aritmetik

- Selesaikan kiraan tambah { kurang dari 20}
- Selesaikan kiraan tolak { kurang dari 20}

#### Skala pemarkahan perkembangan murid-murid

- Bahasa – Bahasa Ekspresif, Bahasa Reseptif
- Pembelajaran Awal – kemahiran asas, sikap terhadap pembelajaran
- Tingkah laku
- Integrasi sosial
- Perkembangan menyeluruh

Ujian saringan ini membolehkan penyelidik mengenal pasti dan mengasingkan murid yang lemah dalam aspek bacaan daripada murid-murid pemulihan.

#### *Ujian Diagnostik*

Tujuan ujian ini diberi adalah untuk membolehkan penyelidik mendapatkan data khusus tentang kelemahan dan kekuatan murid dalam kemahiran membaca. Hasil ujian membolehkan pengkaji merangka program pengajaran yang sesuai dengan murid. Biasanya skop ujian Diagnostik meliputi kemahiran-kemahiran yang telah ditinjau semasa ujian saringan, iaitu kemahiran membaca, mengeja, dan mengira. Biasanya penguji akan menjalankan ujian ini bagi mengetahui kelemahan yang dihadapi, mengulas kesalahan serta membentuk satu hipotesis berhubung dengan masalah murid.

Hasil ujian dapat membantu guru mengenal dan mengesan secara khusus sama ada kesulitan yang dihadapi oleh murid ringan ataupun kompleks. Aspek ujian Diagnostik yang paling penting ialah maklumat tentang cara pelajar berkelakuan dan belajar. Penganalisan keputusan biasanya akan dikumpulkan dan direkodkan serta dibuat interpretasi dengan cermat untuk mengenal masalah murid yang sebenar. Selepas itu, satu program pengajaran boleh dirancang berdasarkan interpretasi yang dibuat. Daripada keputusan ujian, penyelidik dapat menghalusi masalah membaca yang dihadapi murid disleksia.

Ujian Diagnostik dibina berpanduan kemahiran awal bacaan. Ujian Diagnostik yang

digunakan dipetik daripada sebuah buku yang bertajuk *Dyslexia in the Classroom* oleh Jordan (1992). Ujian diberi nama Jordan Oral Screening Test (JOST) dan Jordan Written Screening Test (JWST). Tujuan senarai semak (checklist) JOST and JWST digunakan sebagai ujian Diagnostik adalah untuk menilai tahap bacaan subjek kajian.

JOST mengandungi 12 tahap bacaan daripada yang mudah hingga yang abstrak. Setiap tahap kemahiran bacaan mempunyai 10 item. Dalam ujian ini, murid perlu membaca perkataan dari satu tahap ke tahap seterusnya. Jika murid tidak dapat membaca sesuatu perkataan, murid diminta meninggalkan perkataan tersebut dan terus membaca perkataan yang lain. Setiap tahap dicatatkan jumlah atau skor bacaan yang diperolehi daripada ujian JWST yang mengandungi 18 tahap kemahiran tulisan. Ujian 1 hingga 14 dibuat secara kumpulan. Murid dikehendaki menulis jawapan berdasarkan soalan atau arahan yang dibacakan oleh guru, yang menguji tahap auditori, ingatan, dan tulisan murid. Ujian 15 hingga 18 berbentuk ujian individu.

#### *Tatacara Kajian*

Pada hari pertama, pengkaji terlebih dahulu menemui pihak pentadbir sekolah bagi menjelaskan tujuan pengkaji. Kemudian pengkaji berbincang dengan guru pemulihan khas bagi memudahkan kajian dijalankan serta menjelaskan ciri murid yang diperlukan sebagai subjek kajian. Dua murid diuji pada hari yang kedua dan dua orang lagi pada hari yang berikutnya. Pengkaji turut menemu bual guru-guru secara tidak formal sama ada di kantin sekolah atau bilik guru.

Murid telah diuji secara individu dalam tempoh lebih kurang 40 hingga 45 minit. Ujian dijalankan di dalam bilik pemulihan khas sekolah. Sebelum ujian dijalankan, pengkaji berkenalan dengan mereka terlebih dahulu. Beberapa perkara yang berkaitan dengan diri mereka, seperti latar belakang keluarga, hobi, tempat tinggal dan bilangan ahli dalam keluarga diajukan kepada mereka. Pengkaji juga telah memperkenalkan diri pengkaji kepada mereka dan tujuan ujian dijalankan.

Sebelum diuji, murid diminta menyebut nama abjad secara lisan. Ujian ini dilakukan bagi menentukan sama ada murid hanya menghafal nama – nama huruf tanpa mengenali lambang-lambanganya. Dalam ujian B1, murid hanya diminta menamakan huruf-huruf satu persatu daripada setiap kumpulan. Pengkaji memberikan ujian dan galakan jika sebutan huruf dilakukan dengan betul. Jika sebutannya salah, pengkaji membetulkannya

dan meminta murid tersebut mengulang semula. Di samping itu, pengkaji membuat catatan tentang kesalahan yang dilakukan oleh murid semasa menamakan huruf. Kelancaran dalam bacaan, nada suara, dan sebutan perkataan ditentukan dengan menggunakan satu senarai semak.

Dalam ujian B3 murid diuji tentang kemahiran aritmetik. Dalam ujian ini, murid diberikan soalan-soalan asas tentang kemahiran tambah dan tolak yang kurang daripada dua puluh. Kemudian, murid diuji dari segi mental dan fizikal. Aktiviti ini mencakupi kemahiran bahasa, ekspresif dan reseptif, pembelajaran awal, tingkah laku, integrasi sosial dan perkembangan menyeluruh. Semasa menguji murid, penyelidik memberikan peluang kepada mereka berehat seketika selepas setiap ujian sebelum ujian yang lain dijalankan.

Ujian Diagnostik dibina berpandukan kemahiran-kemahiran awal bacaan. Ujian Diagnostik yang digunakan dipetik dari sebuah buku yang bertajuk *Dyslexia in the Classroom* oleh Jordan (1992). Nama ujian tersebut ialah Jordan Oral Screening Test (JOST) dan Jordan Written Screening Test (JWST). Tujuan senarai semak (checklist) JOST dan JWST digunakan adalah untuk menilai tahap bacaan subjek kajian.

#### *Penganalisan Data*

Kajian ini akan menggunakan pendekatan kuantitatif seperti Jordan Writing Screening Test (JWST) dan Jordan Oral Screening Test (JOST) bagi mendapatkan data penilaian kemahiran bacaan bahasa Melayu di akhir sesi pengajaran. Pendekatan kualitatif juga digunakan bagi data soal selidik dan huraian-huraian secara deskriptif.

Kesemua data mentah yang diperoleh daripada ujian JOST dan JWST dianalisis dan diberi jumlah skor berdasarkan kekerapan dan peratusan. Hasil daripada jumlah skor yang dicapai maka dibuat kesimpulan tentang tahap bacaan murid dan ulasan tentang kekuatan dan kelemahan mereka dalam aspek bacaan bahasa Melayu.

### DAPATAN KAJIAN

#### **Objektif 1 : Untuk mengenal pasti jenis disleksia yang ada kaitan dengan aspek bacaan**

Untuk memastikan jenis disleksia yang ada kaitan dengan aspek bacaan, penyelidik menggunakan Jordan Oral Screening Test (JOST) dan Jordan Written Screening Test (JWST). Jordan Oral Screening Test (JOST) (Lihat Lampiran B1 dan B2) mengandungi 12 tahap seperti yang berikut:

- Tahap 1 – Suku kata VKV
- Tahap 2 – Suku kata KV KV
- Tahap 3 – Suku kata V KVK
- Tahap 4 – Suku kata KV KVK
- Tahap 5 – Suku kata KVK KV
- Tahap 6 – Suku kata KVK KVK
- Tahap 7 – Suku kata KV KV KV
- Tahap 8 - Suku kata KV KV KVK
- Tahap 9 – Suku kata KVK KV KVK
- Tahap 10- Perkataan lebih susah, panjang dan abstrak
- Tahap 11- Perkataan lebih susah, panjang dan abstrak
- Tahap 12- Perkataan lebih susah, panjang dan abstrak

Analisis JOST yang telah dijalankan oleh penyelidik ditunjukkan pada Jadual 1.

JADUAL 1  
Rekod ujian diagnostik JOST

Tahap bacaan yang dicapai	Tahap Bacaan												Jumlah tahap bacaan keseluruhan
Subjek	1	2	3	4	5	6	7	8	9	10	11	12	
1. C	4	9	6	3	3	2	1	2					3.0
2. E	7	10	9	5	5	2	4	1					4.3
3. G	8	10	7	6	3	0	2	0					3.6
4. I	6	10	10	6	8	6	6	4					5.0
5. L	8	10	6	6	5	3	5	0					4.3
6. O	5	10	8	3	1	0	0	0					2.6
7. Q	7	10	8	8	7	6	6	1					5.3

Berdasarkan Jadual 1, kebanyakan subjek kajian didapati dapat mengenal huruf, melafazkan sebutan huruf tetapi tidak dapat membatangkan suku kata menjadi satu perkataan yang bermakna.

Selain itu, ada perkataan yang dieja betul tetapi disebut lain, iaitu:

- |    |      |         |      |
|----|------|---------|------|
| 1. | ibu  | disebut | abu, |
| 2. | oren | disebut | aren |
| 3. | ini  | disebut | ani  |
| 4. | abu  | disebut | bua  |
| 5. | abor | disebut | abor |
| 6. | ikan | disebut | kan  |
| 7. | itik | disebut | itik |

Terdapat huruf yang dibaca terbalik. Hal ini ada kaitan dengan masalah pengamatan visual. Huruf – huruf yang dibaca terbalik itu adalah seperti yang berikut:

- |    |       |       |        |         |       |              |        |              |
|----|-------|-------|--------|---------|-------|--------------|--------|--------------|
| 1. | huruf | ‘ b ’ | dibaca | sebagai | ‘ p ’ | ( ‘buku ’    | dibaca | ‘ puku ’ )   |
| 2. | huruf | ‘ d ’ | dibaca | sebagai | ‘ b ’ | ( ‘dalam’    | dibaca | ‘ balam’ )   |
| 3. | huruf | ‘ b ’ | dibaca | sebagai | ‘ d ’ | ( ‘bantu ’   | dibaca | ‘ dantu’ )   |
| 4. | huruf | ‘ p ’ | dibaca | sebagai | ‘ b ’ | ( ‘pilihan ’ | dibaca | ‘ bilihan’ ) |
| 5. | huruf | ‘ m ’ | dibaca | sebagai | ‘ w ’ | ( ‘masa ’    | dibaca | ‘ wasa’ )    |
| 6. | huruf | ‘ d ’ | dibaca | sebagai | ‘ p ’ | ( ‘adik ’    | dibaca | ‘ apik’ )    |
| 7. | huruf | ‘ n ’ | dibaca | sebagai | ‘ u ’ | ( ‘makan ’   | dibaca | ‘ makau’ )   |

Di samping itu berlaku peninggalan sebutan oleh subjek kajian, iaitu :

- |    |            |         |           |
|----|------------|---------|-----------|
| 1. | ‘pelupa’   | disebut | ‘lupa’    |
| 2. | ‘cahaya’   | disebut | ‘caya’    |
| 3. | ‘sahaja’   | disebut | ‘saja’.   |
| 4. | ‘botak’    | disebut | ‘tak’.    |
| 5. | ‘rumah’    | disebut | ‘mah’.    |
| 6. | ‘pelupa’   | disebut | ‘lupa’.   |
| 7. | ‘sokongan’ | disebut | ‘sokong’. |

Subjek kajian turut menambahkan bunyi sebutan pada perkataan – perkataan yang berikut:

- |    |           |           |          |         |              |
|----|-----------|-----------|----------|---------|--------------|
| 1. | perkataan | ‘makan’   | ditambah | menjadi | ‘makanan’    |
| 2. | perkataan | ‘salam’   | ditambah | menjadi | ‘semalam’.   |
| 3. | perkataan | ‘lompat’  | ditambah | menjadi | ‘melompat’   |
| 4. | perkataan | ‘rumah’   | ditambah | menjadi | ‘di rumah’   |
| 5. | perkataan | ‘baca ’   | ditambah | menjadi | ‘membaca’    |
| 6. | perkataan | ‘pantun ’ | ditambah | menjadi | ‘berpantun’  |
| 7. | perkataan | ‘cerita ’ | ditambah | menjadi | ‘ bercerita’ |

Penggantian huruf lain dalam lisan subjek kajian didapati ada kaitan dengan masalah pengamatan visual. Penggantian huruf tersebut dipaparkan di bawah ini:

- |    |           |         |        |         |          |
|----|-----------|---------|--------|---------|----------|
| 1. | perkataan | ‘ikan’  | dibaca | sebagai | ‘akan’   |
| 2. | perkataan | ‘bomba’ | dibaca | sebagai | ‘bonda’  |
| 3. | Perkataan | ‘api’   | dibaca | sebagai | ‘apa’    |
| 4. | Perkataan | ‘buku’  | dibaca | sebagai | ‘buka’   |
| 5. | Perkataan | ‘kotak’ | dibaca | sebagai | ‘kataak’ |
| 6. | Perkataan | ‘salam’ | dibaca | sebagai | ‘malam’  |
| 7. | Perkataan | ‘bantu’ | dibaca | sebagai | ‘hantu’  |



Dapatan yang terakhir menunjukkan subjek kajian tidak dapat melafazkan sebutan 'e' pepet dengan betul. Sebutan 'e' pepet diganti dengan 'e' taling.

Contoh :

1. seluar
2. belacan
3. berita
4. selesa
5. serupa
6. selekeh
7. lembu

Analisis JOST bagi setiap subjek kajian ditunjukkan pada Lampiran D1a, D1b, D1c, D1d, D1e, D1f dan D1g.

Jordan Written Screening Test (JWST) mengandungi 18 jenis ujian seperti yang berikut:

- Ujian 1 : Menulis huruf yang disebutkan  
 2 : Menuliskan tarikh lahir sendiri  
 3 : Menuliskan nama-nama hari dalam seminggu  
 4 : Menuliskan nama-nama bulan dalam setahun  
 5 : Menyalin pantun dari carta

- 6 : Menuliskan perkataan yang disebutkan  
 7 : Menulis semula rajah yang diberi sebanyak tiga kali.  
 8 : Menulis huruf-huruf yang disebut  
 9 : Menulis huruf awal yang didengar  
 10 : Menulis huruf akhir yang didengar  
 11 : Menulis dua huruf awal yang didengar  
 12 : Menulis dua huruf akhir yang didengar  
 13 : Menandakan perkataan yang sama seperti yang terdapat pada kad yang diberi.  
 14 : Menandakan perkataan yang sama seperti yang disebutkan

Ujian individu :

- 15: Menyebut semula apa yang telah dibaca  
 16: Menyebut semula ayat yang telah dibacakan  
 17: Menyebut semula nombor-nombor yang telah dibacakan  
 18: Memberikan perkataan yang hampir- hampir sama bunyinya dengan perkataan yang diberikan.

Jordan Written Screening Test mengandungi 18 jenis ujian yang dijalankan ke atas setiap subjek kajian. Analisis data JWST bagi setiap subjek kajian adalah seperti yang berikut:

Subjek Kajian	:	C
Tahun	:	5
Tahap bacaan	:	3.0
Maklumat JWST	:	

No. Ujian	Pencapaian
1.	Daripada 8 huruf, hanya 2 yang betul. Huruf 'f' ditulis sebagai 's', 'm' ditulis 'w' (pembalikan lambang huruf)
2.	Tidak ingat atau tidak tahu tarikh lahir sendiri
3.	Tahu nama-nama hari dalam seminggu tetapi tidak tahu mengeja
4.	Tidak tahu nama-nama bulan dalam setahun
5.	Dapat salin semula keratan pantun tetapi tulisannya tidak kemas
6.	Lemah dalam ejaan. Perkataan 'bola' ditulis 'bota'
7.	Bentuk yang dilukis tidak kemas dan tiada usaha untuk mengikut garisan pembaris.
8.	Pembalikan lambang huruf ('b' menjadi 'd'). Nombor yang disebut tidak dapat diingat dan diulang sepenuhnya. Contohnya 3 33 30 hanya ditulis sebagai 3330.
9.	Hanya betul 4 daripada 5 soalan
10.	Hanya dapat tulis 2 huruf akhir perkataan daripada 5 soalan yang dibacakan.
11.	Tidak dapat menjawab soalan.

- 12. Tidak dapat menjawab soalan.
- 13. Hanya 1 betul.
- 14. Tidak dapat menjawab soalan.
- 15. Tidak dapat ulang sebut dengan tepat contohnya ‘layu’ disebut ‘lalu’.
- 16. Tidak dapat ulang sebut dengan tepat, banyak yang tertinggal.
- 17. Nombor yang dibacakan disebut terbalik urutannya. Contoh ‘32’ disebut ‘2 3’
- 18. Tidak dapat memberi perkataan lain yang sama bunyinya dengan perkataan yang diberi.

Kelemahan tulisan yang dapat dikesan daripada data subjek kajian C adalah seperti yang berikut:

- 1. Berlakunya pembalikan lambang huruf (masalah visual).
- 2. Pengamatan auditori responden ke atas huruf dan nombor yang dibacakan tidak memuaskan dimana responden tidak dapat mengulangsebut dengan tepat apa yang didengar.
- 3. Kurang pengetahuan am.

- 4. Lemah kemahiran menulis (tulisan tidak kemas ).
- 5. Lemah kemahiran ejaan sama ada secara lisan atau bertulis.
- 6. Lemah perbendaharaan kata.

Subjek Kajian	:	E
Tahun	:	5
Tahap bacaan	:	4.3
Maklumat JWST :		

No. Ujian	Pencapaian
-----------	------------

- 1. Daripada 8 huruf hanya 2 yang betul. Huruf ‘f’ ditulis ‘s’ dan huruf ‘s’ ditulis sebagai ‘f’.
- 2. Tidak ingat dan tidak tahu tarikh lahir sendiri.
- 3. Tahu nama-nama hari dalam seminggu tetapi salah eja.
- 4. Tidak tahu nama-nama bulan dalam setahun.
- 5. Ada perkataan yang salah disalin contoh ‘jua’ ditulis ‘jaa’. Tulisan tidak kemas.
- 6. Salah eja perkataan ‘jari’ menjadi ‘gari’.
- 7. Bentuk yang dilukis tidak kemas. Tiada usaha untuk menggunakan pembaris.
- 8. Tidak ingat nombor yang disebutkan menyebabkan ada nombor yang tidak ditulis.
- 9. Huruf-huruf yang ditulis bercampur antara abjad kecil dan besar.
- 10. Hanya dapat tulis 2 huruf akhir dari 5 perkataan yang dibacakan.
- 11. Tidak dapat menjawab soalan.
- 12. Tidak dapat menjawab soalan.
- 13. Hanya betul satu.
- 14. Tidak dapat menjawab soalan
- 15. Tidak dapat ulang sebut dengan tepat contohnya ‘layu’ disebut ‘lalu’.
- 16. Tidak dapat ulang sebut dengan tepat. Banyak perkataan yang tertinggal.
- 17. Ada nombor yang tidak disebutkan/tertinggal.

Kelemahan tulisan yang dapat dikesan daripada data subjek kajian E adalah seperti yang berikut:

- 1. Keliru sebutan bunyi huruf yang hampir sama bunyinya. Contohnya ‘f’, ‘s’, ‘t’, ‘c’ dan sebagainya (aspek pengamatan auditori).

- 2. Tidak mempunyai pengetahuan am yang luas. Contohnya tidak tahu tarikh lahir dan nama-nama bulan dalam setahun.
- 3. Huruf yang dilihat tidak ditulis/disalin dengan betul. Contohnya huruf ‘u’ daripada

perkataan 'jua' ditulis 'a' menjadi 'jaa' (masalah visual).	7. Lemah perbendaharaan kata.
4. Ejaan lemah.	Subjek Kajian : G
5. Kurang daya usaha.	Tahun : 5
6. Pengamatan auditori ke atas huruf dan nombor yang dibacakan tidak memuaskan.	Tahap bacaan : 3.6
	Maklumat JWST :

No. Ujian	Pencapaian
1. Daripada 8 huruf hanya satu yang betul. Pembalikan lambang huruf ('d' ditulis 'b') Berlaku penggantian huruf – 's' ditulis 'f', 'k' ditulis 'e'.	
2. Tidak ingat tarikh lahir sendiri.	
3. Tahu nama-nama hari tapi salah ejaannya.	
4. Hanya tahu sebut nama bulan Januari, Februari sahaja.	
5. Boleh salin keratan pantun tapi hasil tulisan tidak kemas.	
6. Salah ejaan perkataan. Contoh 'jari' ditulis 'gari'	
7. Bentuk yang dilukis tidak memuaskan dan tidak kemas.	
8. Huruf 'g' ditulis 'j' (gantian huruf)	
9. Dapat cam dan tulis huruf-huruf awal perkataan.	
10. Dapat tulis huruf-huruf akhir perkataan.	
11. Tidak dapat menuliskan dua huruf awal perkataan yang disebutkan	
12. Tidak dapat memberikan jawapan.	
13. Betul semua.	
14. Hanya betul 1 daripada 2 soalan.	
15. Sebut tersekat-sekat dan banyak tersilap. 'lalu' disebut 'laku'.	
16. Tidak dapat ulang sebut keratan ayat yang dibacakan. Banyak perkataan yang tertinggal.	
17. Tidak dapat ulang sebut nombor yang didengar dengan tepat.	
18. Tidak tahu jawapan.	

Kelemahan tulisan yang dapat dikesan daripada data subjek kajian G adalah seperti yang berikut:	4. Hasil tulisan tidak memuaskan dan kurang daya usaha.
1. Mengalami masalah pengamatan visual (pembalikan lambang huruf dan penggantian huruf).	5. Lemah perbendaharaan kata.
2. Pengamatan auditorinya tidak begitu memuaskan di mana apa yang didengar tidak dapat diulang sebut dengan tepat.	6. Lemah dalam kemahiran ejaan.
3. Tidak mempunyai pengetahuan am yang luas.	Subjek Kajian : I
	Tahun : 5
	Tahap bacaan : 5.0
	Maklumat JWST :

No. Ujian	Pencapaian
1.	Betul 2 daripada 8 huruf. Kesalahan – ‘f’ ditulis ‘s’, ‘j’ ditulis ‘f’, ‘k’ ditulis ‘e’, ‘s’ ditulis ‘u’ dan ‘m’ ditulis ‘w’ (pembalikan huruf dan penggantian huruf lain.)
2.	Tidak ingat tarikh lahir sendiri.
3.	Tahu menyebut nama-nama hari tetapi salah eja.
4.	Hanya tahu menyebut nama bulan Januari, Februari dan Mac.
5.	Walaupun dapat menyalin semula keratan pantun namun ada beberapa huruf yang ditulis terbalik contoh – ‘p’ ditulis ‘b’ dan ‘d’ ditulis ‘b’ (pembalikan dua huruf yang hampir sama).
6.	Betul 2 daripada 5 soalan. Huruf yang ditulis terbalik – ‘j’ ditulis ‘f’ dan gantian huruf lain – ‘s’ ditulis ‘c’ dan ‘n’ ditulis ‘m’.
7.	Dapat meniru bentuk seperti contoh tetapi hasilnya kurang kemas.
8.	Ada nombor yang tertinggal/tidak ditulis. Contohnya urutan nombor ‘1 21 1’ hanya ditulis sebagai ‘1 2 1’.
9.	Betul semua.
10.	Betul semua.
11.	Tidak dapat menjawab soalan.
12.	Tidak dapat menjawab soalan.
13.	Betul semua.
14.	Salah semua.
15.	Perkataan ‘lalang’ diulang sebut sebagai ‘layang’ dan ‘layu’ disebut ‘lalu’.
16.	Tidak dapat ulang sebut dengan tepat banyak perkataan yang tertinggal.
17.	Ada nombor yang tertinggal (tidak disebut semula).

Kelemahan tulisan yang dapat dikesan daripada data subjek kajian I adalah seperti yang berikut :

1. Apa yang didengar lain dan apa yang ditulis juga lain hingga menyebabkan penggantian huruf (masalah pengamatan auditori). Contoh huruf yang dibacakan dan didengar ‘j’ tetapi ditulis sebagai ‘k’, huruf ‘f’ ditulis ‘s’.
2. Berlaku pembalikan lambang huruf (masalah visual) contohnya – ‘p’ ditulis ‘b’ dan ‘d’ ditulis ‘b’ manakala huruf ‘j’ ditulis terbalik kedudukannya “

3. Lemah dalam pengetahuan am.
4. Hasil tulisan tidak memuaskan. Pengamatan auditorinya lemah di mana terdapat nombor, huruf dan perkataan yang tertinggal tidak dapat diulang sebut seperti apa yang telah dibacakan.
5. Perbendaharaan kata juga lemah.

Subjek Kajian	:	L
Tahun	:	5
Tahap bacaan	:	4.3
Maklumat JWST	:	

No. Ujian	Pencapaian
1.	Daripada 8 huruf 6 sahaja betul. Huruf ‘f’ ditulis ‘s’ dan ‘m’ ditulis ‘n’ (tidak dapat membezakan bunyi sebutan huruf yang seakan-akan sama.)
2.	Tidak ingat tarikh lahir sendiri.
3.	Tahu nama-nama hari dalam seminggu tetapi salah eja.
4.	Dapat sebut nama bulan Mac, Februari, Mei, dan April (tidak tersusun)
5.	Ada huruf yang tertinggal tidak salin contohnya- perkataan ‘pulau’ ditulis ‘pula’ (hilang huruf ‘u’).
6.	Hanya betul dua. Ada perkataan yang tidak lengkap dieja.
7.	Bentuk yang dilukis tidak kemas.
8.	Huruf ‘m’ ditulis ‘n’ dan urutan nombor ‘3 33 30’ hanya ditulis ‘3 33’ (peninggalan urutan nombor.)

9. Hanya betul 3 daripada 5 soalan.
10. Hanya betul 3 daripada 5 soalan .
11. Hanya betul 1 daripada 5 soalan.
12. Hanya betul 1 daripada 5 soalan.
13. Betul semua.
14. Betul 1 daripada 2 soalan.
15. Perkataan 'lalang' diulang sebut sebagai 'layang' dan 'layu' diulang sebut sebagai 'lalu'.
16. Ada beberapa perkataan yang lupa untuk diulang sebut.
17. Nombor yang dibacakan ditulis terbalik urutannya, contoh – '4 3 ' ditulis '3 4' dan '2 7' ditulis '7 2'.
18. Perkataan lain yang diberi yang hampir sama dengan perkataan 'kotak' ialah 'kolam' (agak jauh bunyinya).

Kelemahan tulisan yang dapat dikesan daripada data subjek kajian L adalah seperti yang berikut:

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Masalah pengamatan auditori yang menyebabkan berlakunya penggantian huruf dan tidak mengulang sebut nombor, huruf, perkataan dan barisan ayat dengan lengkap/ tepat.</li> <li>2. Tulisan dan hasil kerja bertulis kurang memuaskan.</li> <li>3. Kurang pengetahuan am contohnya – tidak tahu tarikh lahir sendiri dan tidak tahu menyebut nama-nama bulan dalam setahun secara tersusun.</li> </ol> | <ol style="list-style-type: none"> <li>4. Lemah perbendaharaan kata.</li> <li>5. Mengalami masalah pengamatan visual di mana terdapat kesalahan dalam menyalin semula perkataan mengikut contoh yang diberi.</li> <li>6. Lemah dalam ejaan.</li> </ol> |
|---|--|

Subjek Kajian	:	O
Tahun	:	5
Tahap bacaan	:	2.7
Maklumat JWST	:	

No. Ujian	Pencapaian
1.	Daripada 8 huruf hanya 5 yang betul. Huruf 'f' ditulis 's' dan 'j' ditulis terbalik strukturnya ''
2.	Tidak tahu tarikh lahir sendiri.
3.	Tahu nana-nama hari dalam seminggu tetapi ada yang salah dieja.
4.	Hanya tahu sebut nama bulan Januari, Februari, dan Mac.
5.	Tidak dapat menyalin semula keratan pantun dengan lengkap. Hasil tulisan bercelaru dan tidak kemas.
6.	Hanya betul 3 daripada 5 soalan. Huruf 'j' ditulis terbalik strukturnya.
7.	Bentuk yang dilukis tidak kemas.
8.	Huruf 'z' ditulis terbalik strukturnya ( ). Ada peninggalan nombor (tidak ditulis). Contohnya susunan nombor ' 3 33 30' hanya ditulis '3 3'
9.	Daripada 5 soalan dapat menjawab 2 sahaja.
10.	Tidak dapat menjawab soalan.
11.	Tidak dapat menjawab soalan.
12.	Tidak dapat menjawab soalan.
13.	Hanya betul 1 daripada 2 soalan.
14.	Hanya betul 1 daripada 2 soalan.
15.	Hanya dapat mengingat perkataan "Gajah lalu....." selainnya lupa.
16.	Ada perkataan yang tertinggal tidak disebut dan ada penambahan perkataan lain ('lepas tu').
17.	Susunan nombor yang ditulis terbalik contoh – '2 7 5' ditulis sebagai '5 2 7'. dan ada nombor yang tertinggal, tidak ditulis.
18.	Tidak dapat menjawab soalan. Respons yang diberi "entah!".

Kelemahan tulisan yang dapat dikesan daripada data subjek kajian O adalah seperti yang berikut:

1. Mengalami masalah pengamatan auditori di mana huruf 'f' yang dibacakan ditulisnya 's'. Susunan nombor yang dibacakan tidak ditulis dengan lengkap (peninggalan nombor) ditulis terbalik susunannya dan ada yang tertinggal tidak ditulis, ayat yang dibacakan tidak dapat diulang sebut dengan lengkap.
2. Mengalami masalah pengamatan visual di mana huruf 'j' ditulis terbalik strukturnya menjadi " dan huruf " ditulis ".

3. Lemah dalam pengetahuan am.
4. Hasil tulisan dan kerja bertulis tidak memuaskan.
5. Kurang daya usaha. Contohnya apabila tidak dapat menjawab soalan, dengan nada bersahaja dia menjawab "entah!".

Subjek Kajian	:	Q
Tahun	:	5
Tahap bacaan	:	5.3
Maklumat JWST	:	

## No. Ujian

## Pencapaian

1. Daripada 8 huruf 7 yang betul. Huruf 'f' ditulis 's'.
2. Tidak tahu tarikh lahir sendiri.
3. Tahu nama-nama hari dalam seminggu tetapi tidak dapat mengejanya.
4. Hanya tahu sebut nama bulan Januari dan Mei.
5. Dapat menyalin tulisan mengikut contoh yang diberi tetapi hasil tulisan tidak kemas.
6. Daripada 5 soalan hanya betul 3 (perkataan 'jambu' ditulis 'janbu')
7. Bentuk yang dilukis tidak memuaskan.
8. Ada huruf yang tertinggal/tidak ditulis. Contoh '3 33 30' ditulis '3 33 3'.
9. Betul semua.
10. Daripada 5 soalan 4 yang betul.
11. Tidak dapat menjawab soalan.
12. Tidak dapat menjawab soalan.
13. Betul semua.
14. Betul semua.
15. Ada perkataan yang salah diulang. Contoh- 'layu' disebut 'lalu'.
16. Ada perkataan yang tertinggal/tidak diulang seperti contoh yang dibacakan.
17. Menulis nombor terbalik berbeza dengan apa yang dibacakan. Contohnya '2 7' ditulis terbalik susunannya '7 2'.
18. Perkataan lain hampir sama bunyinya dengan perkataan 'kotak' ialah 'kotor'.

Kelemahan tulisan yang dapat dikesan daripada data subjek kajian L adalah seperti yang berikut:

1. Tidak dapat membezakan bunyi huruf yang seakan-akan bunyinya. Contohnya huruf 'f' ditulis 's'. Masalah pengamatan auditori jelas dapat dilihat apabila responden tidak dapat mengulang sebut susunan ayat dengan lengkap, susunan nombor yang dibacakan ditulisnya terbalik (yang awal ditulis kemudian)
2. Hasil tulisan dan kerja bertulis kurang memuaskan.
3. Lemah pengetahuan am di mana responden tidak tahu tarikh lahir sendiri, tidak tahu urutan nama-nama bulan dalam setahun.

4. Lemah dalam ejaan.
5. Lemah perbendaharaan kata.

Hasil dapatan menunjukkan terdapat dua pembahagian besar dalam penjenisan masalah disleksia: iaitu disleksia visual dan disleksia auditori.

### *Disleksia Visual*

Disleksia jenis ini merujuk kepada murid-murid yang dapat melihat dengan baik tetapi tidak dapat membezakan, membuat interpretasi, atau mengingat perkataan yang dilihat. Sejauh mana bacaan terjejas adalah bergantung pada darjah masalah yang dihadapi itu sendiri. Ada yang

begitu teruk sehinggakan murid-murid tidak dapat membaca langsung dan ada yang hanya mengalami masalah penyebutan perkataan yang mempunyai suku kata yang banyak.

- i. Ciri-ciri yang selalu dikaitkan dengan murid-murid disleksia visual ialah:  
Kepayahan diskriminasi visual – ini menyebabkan kekeliruan mengenal perkataan atau huruf yang sama (contoh bas untuk bus, pen untuk ben).
- ii. Kadar pengamatan yang lambat.
- iii. Kecenderungan kebalikan (contoh: buku-duku).
- iv. Kecenderungan songsang (contoh: air – ari).
- v. Lukisan yang rendah mutunya kerana banyak butiran yang penting ditinggalkan walaupun pada benda yang biasa.
- vi. Kepayahan membuat analisis dan sintaksis visual dapat dilihat dalam kerja-kerja yang memerlukan murid mengaitkan bahagian dengan keseluruhan sesuatu objek itu.
- vii. Tinggi daya kebolehan dalam aktiviti kemahiran auditori.
- viii. Keutamaan kepada aktiviti auditori yang mana menutup kekurangan dalam aktiviti berkaitan dengan pandang.
- ix. Tidak dapat menjalani latihan permainan sukan yang kompleks.

#### *Disleksia Auditori*

Disleksia jenis ini membolehkan seseorang dapat melihat persamaan antara perkataan tetapi menghadapi masalah dalam menjalankan aktiviti yang berkaitan dengan fungsi auditori (contoh: membezakan persamaan dan perbezaan antara bunyi, mengenal pasti bunyi dalam setiap perkataan, pengadunan bunyi untuk menjadikan perkataan, dan membahagikan perkataan ke dalam suku kata tertentu). Murid-murid ini akan menghadapi masalah dalam belajar membaca.

Hasil kajian menunjukkan terdapat lima ciri yang selalu dikaitkan dengan murid-murid disleksia auditori:

- i. Kecelaruhan diskriminasi auditori dan pengamatan yang menyebabkan sukar belajar bacaan mengikut kaedah analisis fonetik.
- ii. Mempunyai masalah dengan analisis dan sintaksis auditori. Hal ini menyebabkan ketidakupayaan membahagikan perkataan kepada suku kata atau bunyi tertentu; tidak dapat menggabung bahagian-bahagian perkataan menjadi satu yang lengkap.
- iii. Tidak dapat membunyikan semula bunyi dalam perkataan. Contohnya: tidak dapat mengingat bunyi huruf, atau tidak dapat menyebut perkataan walaupun ia tahu makna perkataan itu.
- iv. Ada kekacauan dalam memahami bunyi secara berurutan Contohnya: penyebutan yang tidak betul, atau semasa menulis mengubah urutan huruf kerana tidak dapat mengingat atau mengekalkan urutan bunyi.
- v. Dari segi perlakuan, murid-murid ini lebih cenderung untuk memilih aktiviti yang memerlukan kemahiran visual. Hal ini disebabkan mereka lemah dalam kerja-kerja yang melibatkan ingatan auditori, urutan, dan diskriminasi auditori.

#### **Objektif 2: Untuk mengenal pasti konsep pembelajaran bahasa murid-murid disleksia dalam aspek bacaan mengikut jenisnya**

##### *Konsep Pembelajaran Bahasa Murid Disleksia Visual*

Murid-murid jenis disleksia visual tidak dapat belajar melalui gambaran pandang disebabkan ia tidak dapat mengaitkan perkataan dengan makna. Murid ini tidak dapat mengekalkan imej sesuatu perkataan yang lengkap. Mereka perlu diberikan pendekatan yang berbentuk fonetik dalam pengajaran bacaan. Pendekatan pemulihan yang didapati paling berkesan dengan murid-murid seperti ini ialah yang sama seperti saranan Gillingham dan Stillman (1979) berasaskan kaedah yang diperkenalkan oleh Program Orton Gillingham dalam tahun 1930an.

Ciri penting dalam program Gillingham dan Stillman ialah: mengajar fonik secara langsung dengan memperkenalkan nama-nama huruf dan bunyi diikuti dengan kemahiran pengadunan huruf dengan bunyi; mengguna teknik kepelbagaian deria yang merangkumi pengajaran melalui visual, auditori, dan modus kinestetik; dan pendekatan yang menekankan langkah-langkah dari yang paling senang bergerak ke peringkat yang paling sukar. Pada dasarnya pemulihan merangkumi langkah-langkah pengajaran seperti berikut:

- i. Ajar bunyi huruf
- ii. Ajar huruf yang bermula dengan setiap bunyi
- iii. Ajar mengenal huruf berdasarkan bunyi
- iv. Ajar perkataan bunyi-huruf
- v. Pengadunan bunyi menjadi perkataan yang bermakna.



- vi. Tunjukkan perkataan dalam kumpulan yang sama.
- vii. Perkenalkan adunan bunyi daripada dua konsonan
- viii. Perkenalkan adunan bunyi huruf konsonan dengan vokal.
- ix. Mula dengan ayat, perenggan dan cerita yang senang tetapi menarik.

#### *Ciri Murid yang Mengalami Disleksia Visual*

Murid menghadapi masalah :

- a. Mendiskriminasikan abjad atau perkataan yang rupanya agak sama. Ada yang tidak dapat membezakan ciri-ciri dalam perkataan (*beg* dan *bog*) dan ada yang tidak dapat membezakan bentuk perkataan (*ship* dan *snip*).
- b. Kadar persepsi yang lambat. Murid menghabiskan masa yang agak lama untuk mengenal perkataan. Mereka mengalami masalah dalam mengenal perkataan atau gambar yang ditunjukkan dengan kadar yang cepat.
- c. Membaca dan menulis perkataan dengan terbalik (*dig* dan *big*) atau *inverted* (*m* dan *w*, *n* dan *u*)
- d. Mengingatkan urutan huruf – huruf dalam perkataan (*pan* diingat sebagai *pna*, *nup* atau *pun* )
- e. Memori visual, sama ada berkaitan dengan bahasa atau bukan bahasa (nonverbal). Mereka susah *revisualize* (ingat balik rupa apa yang telah dinampak).
- f. Lukisannya tidak mengandungi *details* atau ciri-ciri yang penting.
- g. Menyelesaikan masalah yang memerlukan kemahiran analisis dan *sinthesis* seperti menyambung *jigsaw puzzle*.
- h. Dalam ujian-ujian diagnostik membaca, mereka lebih mahir dalam ujian yang memerlukan kemahiran mendengar daripada ujian yang memerlukan kemahiran memori visual.
- i. Lebih suka dan mahir dalam aktiviti-aktiviti auditori, contohnya, dia dapat ingat cerita yang dia dengar walaupun tidak dapat membaca cerita itu

#### *Peranan Guru dalam Disleksia Visual*

- a. Sediakan Bahan Pengajaran Dengan Baik Rajah/bentuk/nombor mesti kemas; garisan mesti jelas, dan bahan bercetak hendaklah jelas dan disusun dengan baik.

#### b. Imbangan Antara Berbagai-bagai Stimulasi Deria

Perlu menentukan sama ada murid akan dapat memperbaiki kemajuan dalam pembelajaran dengan menggunakan pelbagai modus – iaitu dengan menggembelngkan auditori dengan penglihatan, atau kombinasi kinestesis dengan visual, atau daripada pengurangan penggunaan auditori dan sebaliknya lebih penekanan ke atas kinestesis. Perlu menjalankan sesi pengajaran cuba jaya bagi menentukan cara yang paling berkesan untuk mencapai matlamat ini.

#### c. Bentuk Am dan Konfigurasi

Berdasarkan teori Strauss dan Lehtinen (1947) yang menekankan hubungan antara keseluruhan dengan bahagian bagi menentukan sesuatu bentuk dapat dipelajari dengan cepat. Pada peringkat awal, murid diajar dengan menggunakan bentuk prahuruf dan gambar-gambar, seperti:

- Suaikan gambar dengan rangka lukisan gambar.
- Suaikan objek dengan rangka
- Lukis corak atau bentuk prahuruf
- Sediakan bentuk/rangka rajah yang banyak
- Sediakan banyak latihan seperti di atas.

#### d. Pengamatan Butiran

Hal ini merupakan latihan-latihan untuk menjadikan murid-murid menyedari akan butiran-butiran yang terdapat, sama ada luaran atau dalaman, tentang sesuatu bentuk, huruf, dan perkataan. Ini boleh dilakukan melalui:

- Sediakan lukisan atau corak dalam warna yang berlainan supaya murid dapat memberi perhatian dengan lebih mendalam lagi.
- Sediakan bentuk yang digunting dengan baik yang dapat dimanipulasikan sebagai ilustrasi persamaan dan perbezaan benda/objek dengan menggerakkan bahagian objek/benda itu dari satu tempat ke satu tempat.
- Guna anagram dan huruf yang dipotong dengan banyak.

#### e. Orientasi Huruf

Murid biasanya dihadapi dengan dua jenis masalah ruangan yang berlainan - contoh kedudukan dan orientasi. Konsep kedudukan (position) mesti difahami murid sejelas-jelasnya sebelum ia dapat memberi tumpuan kepada kedudukan huruf-huruf.

f. Urutan Visual

Murid tidak dapat mengikuti pola tertentu atau mengingat susunan huruf dalam perkataan. Jikalau ketidakupayaan yang dihadapi itu serius, di peringkat awal persekolahan atau prasekolah, guru hendaklah menggunakan aktiviti-aktiviti yang bukan simbolik dengan banyak. Contoh aktiviti yang melibatkan murid perlu diatur dalam bentuk tertentu; sediakan bentuk gambar atau reka bentuk; dan buat rangkaian kertas serta berbagai-bagai bentuk latihan lagi untuk menguatkan kemahiran urutan visual.

*Konsep Pembelajaran Bahasa Murid Disleksia Auditori*

Murid yang menghadapi masalah disleksia auditori akan memberi respons yang positif terhadap pengajaran bacaan awal yang menggunakan pendekatan perkataan seluruh, atau gambaran-visual. Disebabkan mereka mempunyai masalah dalam pengamatan auditori, ingatan, dan integrasi, mereka tidak dapat menangani kemahiran yang diperlukan untuk latihan analisis fonetik.

Murid-murid jenis disleksia ini lemah dari segi tanggapan dan ingatan. Hal ini berlaku akibat gangguan di dalam telinga dan gangguan koordinasi mata dan fikiran. Individu tersebut mempunyai daya ingatan yang sangat lemah dan tidak dapat mendiskriminasikan bunyi huruf bagi perkataan yang sama.

*Ciri Murid yang Mengalami Disleksia Auditori*

1. Murid menghadapi masalah diskriminasi dan persepsi auditori.
  - i. Contohnya: Murid tidak dapat mendengar persamaan bunyi di awal atau di akhir perkataan seperti *boy* dan *big* dan *mat* dan *cat*.
  - ii. Murid susah mendiskriminasikan bunyi vokal dalam perkataan seperti *pin*, *pan* dan *pen* sekiranya diasingkan, tetapi hanya dapat mendiskriminasikan vokal kalau diberi konteks.
  - iii. Murid susah mencari perkataan yang mempunyai rima (*hill*, *jill*, *pill*) yang sama dengan perkataan yang diberikan.
2. Murid menghadapi masalah dalam penganalisan dan *sintesis* auditori. Bahasa lisan murid adalah baik tetapi murid menghadapi masalah membahagikan perkataan kepada suku kata atau bunyi-bunyi individu.

- i. Contohnya: sekiranya diberikan perkataan *buku*, dia susah menganalisis perkataan itu kepada *bu...ku*. (Masalah penganalisan)
- ii. Contohnya: sekiranya diberikan fonem-fonem individu, dia tidak dapat campur fonem-fonem menjadi suku kata atau perkataan (masalah *sintaksis*)
3. Murid tidak dapat *re-auditorize* (ingat kembali bunyi/sebutan perkataan) bunyi atau perkataan walaupun mereka ingat makna perkataan. Murid biasanya lebih baik dalam bacaan senyap (silent reading) daripada bacaan lisan (oral reading). Murid selalu menggantikan perkataan yang dibaca dengan perkataan yang mempunyai makna yang sama. Contohnya, *The dog is eating his dinner* dibaca sebagai *The puppy is eating the food*.
4. Murid menghadapi masalah gangguan urutan/susunan auditori (auditory sequentialization). Murid kadangkala salah sebut susunan bunyi perkataan, khasnya perkataan yang mempunyai beberapa suku kata (contohnya, *enemy* disebut sebagai *emeny*, atau *kitchen* disebut sebagai *chicken*).
5. Murid lebih suka aktiviti *visual*. Ramai murid agak handal dalam pertukangan kayu dan olahraga. Murid lemah dalam tugasan yang memerlukan memori auditori, memori susunan atau diskriminasi auditori. Dalam ujian diagnostik, murid selalu mendapat skor yang rendah untuk *memory for sentences*, *blending* (campur fonem-fonem yang diberikan), *syllabication* dan *rhyming*.

*Peranan Guru dalam Disleksia Auditori*

Guru – guru hendaklah memberikan pendedahan melalui pendekatan pengajaran daripada seluruh kepada bahagian, seperti:

- i. Membentuk kecocokan auditori dan visual dengan mengajar bunyi setiap huruf dan perkataan sambil menunjukkan bentuk huruf yang telah dipotong.
- ii. Memilih perbendaharaan kata bacaan yang bermakna dan yang mana bentuk dan bunyinya berlainan supaya ia dapat mengenal dan membezakan huruf itu dengan mudah.
- iii. Kaitkan simbol-simbol tercetak dengan pengalaman. Hal ini boleh dilakukan dengan

memperkenalkan ayat dan frasa yang senang-senang; dan juga menggunakan cerita-cerita yang berkaitan dengan pengalaman sebagai teras pengajaran. Untuk aktiviti ini, mesin pengajaran seperti Language Master, Autoscore, dan Komputer dalam pendidikan akan dapat menolong pembelajaran murid seperti ini dengan cepat dan lebih berkesan.

- iv. Aktiviti diskriminasi auditori juga perlu dibuat dengan banyak seperti menyesuaikan bunyi, mengulang bunyi, membezakan bunyi.
- v. Aktiviti urutan seperti membentuk kesedaran dan pengecaman pola auditori tanpa bahasa; meniru pola bunyi dan ritma; koordinasi pola auditori dan visual; membentuk kesedaran tentang bilangan suku kata dalam setiap perkataan; menekankan kepada urutan rima sesuatu perkataan.
- vi. Aktiviti pengadunan dan integrasi seperti mengadakan suku kata untuk membentuk perkataan; dan menggabung bunyi individu menjadi perkataan.
- vii. Aktiviti berbentuk analisis dan sintesis seperti mengguna simbol-simbol visual untuk meningkatkan keupayaan diskriminasi dan analisis auditori; mengguna bahan yang konkrit dan yang boleh dimanipulasi dalam berbagai-bagai bentuk; galakkan pengulangan bunyi-bunyi tertentu dan manipulasi bunyi secara mental; serta latih murid kemahiran mengguna suku kata dengan meluas.

Pengajaran secara individu, sentiasa diberi agar penumpuan dan perhatian dapat meningkatkan prestasi murid-murid disleksia visual dan auditori. Di samping itu, guru harus memberi motivasi, bimbingan dan galakan supaya mereka lebih aktif semasa proses pengajaran dan pembelajaran.

### KESIMPULAN

Tidak semua pelajar yang mengalami masalah membaca menghadapi masalah disleksia. Hal ini dapat dilihat melalui Ujian Saringan yang telah dilakukan. Terdapat banyak faktor lain yang menyumbang kepada masalah membaca seperti lembam, hiperaktif, terencat akal dan sebagainya, di samping faktor-faktor persekitaran seperti sosiobudaya, ekonomi, dan keadaan semasa. Kaedah ujian diagnostik yang sesuai perlu bagi mengesan dan mengenal pasti pelajar-pelajar disleksia ini. Ujian JOST dan JWST adalah dua

ujian yang boleh dijadikan panduan dalam membina ujian diagnostik yang sesuai bagi pelajar-pelajar disleksia di Malaysia.

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## Religious Personality and Gender Differences in the Perceived Behaviour towards Inter-ethnic Everyday Life among Youths

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### ABSTRACT

The present study examined the influence of religious personality, as the manifestation of one's religious belief, on the inter-ethnic perceived behaviour among the different ethnic and gender backgrounds. Religious personality comprises of three major factors: pro-social behaviour, ritual behaviour and anti-social behaviour. It was hypothesized that religious personality of the youth might influence inter-ethnic perceived behaviour by enhancing mutual understanding and respect, tolerance, and appropriate behaviour to live in peace and harmony. Respondents were 563 high school students, who were randomly selected from various schools in Selangor. The Inter-ethnic Tolerance Questionnaire (IETQ) was used as a self-designed questionnaire to measure the inter-ethnic perceived behaviour and the Universal Religious Personality Inventory (URPI) (Krauss et al., 2006). The findings gathered in the present study indicated that Indian, Malay and Chinese students scored the highest levels of the pro-social behaviour, ritual behaviour and anti-social behaviour, respectively. Comparing the genders among all races, female students were found to score higher than the male students in the pro-social behaviour, but scored lower in the anti-social behaviour. The multiple regression analysis indicated that the pro-social factor was found to be a significant positive predictor of the inter-ethnic perceived behaviour.

**Keywords:** Religious personality, perceived behaviour, inter-ethnic, youths

### INTRODUCTION

Malaysia is recognized as a unique multi-ethnic, multi-cultural, and multi-religious country. While celebrating diversity is logical and expected in the pluralistic Malaysian society, a more important issue in managing this pluralistic society is ensuring unity in diversity. Among the bases of diversity, religion often acts as a force of division and conflict (Monsma, 2006). However, according to Emmons (1999), "Religion invests human existence with meaning by establishing goals and value system that pertain to all aspects of a person's life, with the potential to confer unity upon discordant impulses and strivings." He further added that, "spiritual

or religious goals, beliefs, and practices are not only distinctive components of a person, for many they are the core of the personality" (1999: 875). Religious/ Traditional values are interpersonal values which are functional or dysfunctional to impersonal survival outside the family/group. They are either tolerant or intolerant depending upon the religion's/ tradition's maturity. Such understanding leads to the notion of religious personality, defined briefly as the personality owned by a person who is upholding the religious values in his or her daily lives.

Indeed, the religious personality reflects the manifestation of one's religious worldview

and God-consciousness in 'righteous works', as promoted by all major religions, and this refers to a wide variety of behaviours. Such actions or behaviours can be analyzed at four levels: actions towards God; actions towards fellow human beings; actions toward non-human beings (animals, the environment, etc.); and actions towards oneself (Family Development Foundation, 2002). Consequently, it is no doubt that the need to empirically study various religious traditions in terms of religious personality is well-timed.

Furthermore, in a country like Malaysia, fostering unity is the responsibility of all, especially the youths (15-39 age groups) because they comprised 41.5% of the total population in 2005. Moreover, they are the assets of the country, partners in the development and leaders of tomorrow. In addition, several studies suggested that religious values could positively influence the behaviour and attitude of youths. In fact, youths who subscribe to religious values are more likely to be involved in community service, less likely to be depressed and less likely to use drugs (Donahue and Benson, 1995a, 1995b; Eklin and Roehlkepartain, 1992; Bahr *et al.*, 1998; Brewster *et al.*, 1998). Consequently, it is therefore crucial to identify the inner strength of our individual youths, i.e. the religious personality, which could contribute to their behaviour in every day life with the people from different ethnics.

The main objective of this study was to assess the relationship of religious personality, ethnic differences and gender differences in the perceived behaviour towards inter-ethnic everyday life among youths.

### THE IMPORTANCE OF RELIGION

The importance of religion to human beings, in numerous facets of day by day living, has made it an essential area of investigation to many researchers. Nonetheless, the importance of religion or to be more specific religious personality, as an area of focus, has not been a universal effort. Efforts to study religion as a social scientific phenomenon have been mainly conducted in the Western context, as well as Judeo-Christian responsibility or effort. A total of 126 different psychological measurements have been aggregated and analyzed in measuring religiosity (Hill and Hood, 1999). However, according to Grace (2000), researchers interested in finding measures pertinent to the non-Western religions and spirituality could not locate them in

Hill's and Hood work. Grace further argued that there was a dearth of instruments appropriate to other religions; in view of the fact that much of the research focus had been on the Christian religion, in particular, American Protestantism.

According to the American Psychological Association (APA), the psychology of religion intends to understand the function of religion in people's lives and it contains such themes as religious motivation, religious cognition and religious behaviour (Spilka *et al.*, 2003). In other words, the focus has been on the mechanism, in which religion impacts an individual's life. Thus, it can be said that personality is not referred to as a component of religiosity, but rather an independent variable or independent factor. However, there a small number of attempts have been attempted in the effort to understand religiosity and personality as an integrated whole.

### YOUTH AND RELIGION

Youths regard religious beliefs as important in which most of them indicated to believe in the existence of God, and about half stated that their religion is important to them (Donahue and Benson, 1995a; Gallup and Bezilla, 1992; Johnston, Bachman and O'Malley, 1995; Bachman *et al.*, 1993; Benson, 1993; Brightman, 1994). By and large, females were found to be more religious than males - a finding that was held true for children, adolescents, young adults, and older adults (Donelson, 1999). In addition, several studies also suggested that religious values could influence the behaviour and attitude of the youths. In fact, youths who subscribe to religious values were found to be more likely to be involved in community service, less likely to be depressed and less likely to use drugs (Donahue and Benson, 1995a, 1995b; Eklin and Roehlkepartain, 1992; Bahr *et al.*, 1998; Brewster *et al.*, 1998).

### RELIGION AND PERSONALITY

The Five Factor Model (FFM) is often used to measure the five personality dimensions and their relationship between the different levels and aspects of religiosity (e.g. fundamentalism, intrinsic/extrinsic, religious coping, etc.). Hence, according to the FFM model and several studies (Saraglou, 2002b; Block, 1995) which were employed to uncover the relationship between religion and personality, a religious personality is trait-based. Likewise, the Eysenck Model does not take personality and religion into account as 'peers

or partners'; however, it looks at them separately. Jones (1994) argued that there was very small effort done in understanding the integration of religiosity and personality using such a model which focused on the personality trait.

In addition, research on scientific work on religion conducted by the religious psychologists and personality by the personality psychologists have existed for decades (Mastor, 2003). The personality psychologists have recognized the important and powerful role religion in all aspects of human functioning. Allport (1950, cited in Azimi Hamzah *et al.*, 2006) mentioned in his classic text on personality and religion that religion had a strong impact in the lives of people, and little was known about it from a psychological perspective. He further emphasized that the study of religion and religiosity served as an important element in understanding human personality. Furthermore, there is lack of mentioning of religion in a majority of modern-day treatments of personality.

### RELIGIOUS PERSONALITY

Emmons (1999) pointed out in his writing that "Spiritual or religious goals, beliefs, and practices were not only distinctive components of a person, they are "the core of the personality" for many (1999: 875). He further mentioned that "religion invests human existence with meaning by establishing goals and value system which pertain to all aspects of a person's life, with the potential to confer unity upon discordant impulses and strivings." This is further supported by the theologian Tillich (1957, cited in Krauss, 2005), who stated that "the ultimate concern gives depth, direction, and unity to all other concerns, and with them, to the whole personality." A more recent approach in the personality psychology literature has been put forth by a number of researchers in the attempt to understand the relationship between personality and religiosity. This trend has been the representation of motivation in terms of personal goals and strivings (Emmons, 1999).

Personality is the manifestation of our characters in everything that we do in life. Merriam-Webster (2001) defined personality as "the complex characteristic which distinguishes an individual or a nation or group; the totality of an individual's behavioural and emotional characteristics." In other words, personality is how our basic character is displayed to the world. In addition, many world religions stress the importance of their unique beliefs; besides,

religion is a system of life and belief and it is an accepted fact that all religions uphold certain values which are universal in nature-values that cut across religions and cultural lines. Thus, religious personality represents the manifestation of one's religious belief or the particular way in which a person expresses his or her traits or adapts to diverse situations in the world; these include their behaviours, motivations, attitudes, and emotions. It is hoped that by having a religious personality, youths would be able to understand, tolerate, respect each other and behave appropriately in order to live in harmony.

### RESEARCH METHODOLOGY

#### *Research Questions*

The present study attempted to provide answers to the four research questions, as follows :

1. Is there any significant difference in the mean scores of religious personality among the three major races, Malay, Chinese and Indian?
2. Is there any significant difference in the mean scores of religious personality facets between males and females within the three major races?
3. Is there any significant difference in the mean scores of youths' perceived inter-ethnic behaviour towards inter-ethnic everyday life among the three races?
4. Is there any significant influence of religious personality on the youths' perceived inter-ethnic behaviour towards inter-ethnic everyday life among the three races?

#### *(i) Instruments*

Two sets of questionnaires were distributed to the chosen youths:

- (a) Inter-ethnic Tolerance Questionnaire (IETQ) consists of four sections, which cover knowledge, attitude, behaviour in inter-ethnic everyday life and social background of the respondents. Both qualitative and quantitative research methods were also used in the development of the questionnaire. In addition, the IETQ utilized a five-point Likert scale, ranging from (1) strongly disagree to (5) strongly agree in measuring the respondents' knowledge, attitudes and behaviour towards their inter-ethnic everyday life; and



(b) Universal Religious Personality Inventory (URPI) (Krauss, Fazilah and Azimi, 2006), which is an adapted version of the Malaysian Religious-Personality Inventory (MRPI) (Krauss *et al.*, 2006). To adapt the MRPI Religious Personality scale, a multistage process was undertaken. A critical aspect of the process was done to ensure the content validity of the new scale, so that it would be applicable and relevant to the different religious communities. This required the involvement and expertise of religious leaders from each faith community involved, apart from the two additional leaders from faiths not included in the current sample.

#### (ii) Content Validity

The most critical aspect of the adaptation process was ensuring that the Religious Personality scale was applicable and appropriate for use with the different faith traditions. To address the issue of content validity, the research team interviewed leaders from five non-Muslim faith groups (Buddhist, Hindu, Protestant, Catholic and Sikh) for their expert feedback on each item listed on the scale.

First, after indicating their agreement to be involved in the research, each leader was sent a copy of the original Religious Personality questionnaire and a cover letter. This was followed up by a phone call to repeat the instructions and answer any preliminary questions the leaders had. All these leaders took about 1 – 2 weeks to edit the scale. Once the leaders had completed their editing and comments, the researchers personally met up with each individual leader and went over each item in order to provide feedback as to whether the item was applicable to their faith or required further editing. Each meeting took up to three hours. Following the first meeting with all the leaders, the researchers edited the scale accordingly and re-sent it to each leader for validation. At this point, the leaders would either approve the scale or request further changes. The copy of the scale given to the religious leaders was in English, and the final copy was translated into Malay by the researchers.

Appendix A shows the adaptation of the items, and the original MRPI Religious Personality scale items (with original items given on top). In total, 35 items were revised, three were removed and one was added for a total of 99 items.

#### (iii) Scale Development

Like the original MRPI Religious Personality scale, the adapted scale utilized a five-point Likert scale, ranging from (1) Never to (5) Always, to measure the respondents' frequency of behaviours, attitudes or intention to commit behaviours.

#### Sampling

Data for the current study were collected in the state of Selangor, which was randomly selected from the four 'mix belt states' (i.e., Selangor, Malacca, Negeri Sembilan and Johor). The mixed belt states are those states in Malaysia which comprise of significant percentages of all the three main ethnic groups, i.e. Malay, Chinese and Indian.

The selected respondents comprised of youth chosen from nine schools in the seven school districts. The schools were also randomly selected and they represented a mix of rural and urban schools. The researchers started the procedure by contacting each school via phone calls asking for the permission to conduct the study, and this was followed by sending copies of the support letters from the Ministry of National Education and the State Education department. Once the schools had stated their agreement to take part, they were asked to select and prepare respondents which are of the Malay, Chinese and Indian ethnic groups, according to a ratio of 5:3:2, in concordance with the breakdown of the population the country. For this purpose, a total of sixty youth were requested from each school. School liaisons were asked to select mainly 'average' youths (B grade range) to participate in the current study.

TABLE 1  
The demographic compositions of the respondents

Race and Gender	Frequency (Percentage)
Malay	212 (37.7 %)
Male	85 (40.1%)
Female	127 (59.9%)
Chinese	184 (32.7%)
Male	91 (49.5%)
Female	93 (50.5%)
Indian	167 (29.7%)
Male	78 (46.7%)
Female	89 (53.3%)

## (iv) Samples

A total of 563 secondary school youths completed the questionnaires. Accordingly, there were 212 Malays (37.7%), 184 Chinese (32.7%) and 167 Indians (29.7%), as presented in Table 1. The percentages of the females were slightly higher than that of the males in all races.

*Data Collection*

In this study, the required data were collected using the survey method. At each site, the research team members administered the questionnaires in groups. Copies of the questionnaire were given to the respondents and collected as soon as they completed them. The respondents were given forty-five minutes to one hour to complete the surveys. Based on the data gathered, the scores for each scale were then summed up (negatively worded items were reverse scored). Meanwhile, missing data were addressed by replacing all the missing values with series means.

## (i) Data Analysis

Descriptive analyses, including the mean, standard deviations and the frequencies, were used to represent the demographic compositions of the respondents. The Analyses of Variance (ANOVA) were also conducted to test the differences in the youths' religious personality among the three different ethnics, while the t-tests were carried out to compare the religious personality between male and female youths within each different ethnic. Consequently, the correlation analysis and multiple linear regression analysis were used to analyze

the respective relationships and the influences of religious personality on the youths' perceived behaviour towards inter-ethnic everyday life.

**RESULTS**

The analysis of descriptive was performed so as to obtain the measures of mean and standard deviation of the three aspects of religious personality, namely the pro-social, ritual and anti-social across the three major ethnics of youths. As presented in Table 2, the results showed that Indian youths scored the highest level of pro-social behaviour, followed by the Chinese, and then the Malay counterparts. The mean score for the pro-social behaviour was 132.982, with a standard deviation of 16.901. As for the ritual behavioural, the Malay youths scored the highest (Mean = 74.004, SD = 11.440), as compared to the Indian and the Chinese youths. The Chinese youth had the highest mean score for anti-social behaviour (Mean = 28.819, SD = 5.240). Meanwhile, the Indian youth scored the lowest mean for the anti-social behaviour.

Table 2 presents the comparison of the mean scores for the religious personality among the three major races in the youths selected from various secondary schools in Selangor, comprising of Malay, Chinese and Indian ethnic groups.

The analysis on the differences in the mean scores for the religious personality resulted in significant differences amongst the Malay, Chinese and Indian youths for all the three aspects or domains given in the Universal Religious Personality Inventory (URPI), namely the pro-

TABLE 2  
Comparisons of the mean scores in the religious personality traits

Race	Pro-Social		Rituala		Anti-Social	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Malay	0.167	0.971	0.396	0.767	-0.126	1.998
Chinese	0.156	0.884	-0.793	0.912	0.258	0.824
Indian	0.383	1.056	0.372	0.827	-0.444	1.038
Test for RP mean comparison among races:						
<i>T</i>	18.529		123.816		26.512	
<i>p-value</i>	0.000**		0.000**		0.000**	

\*\*Significance at 0.01 level

Highest score for each domain is given in bold

RP – religious personality

social behaviour, ritual behaviour and anti-social behaviour. All the p-values were smaller than 0.01. In other words, as a whole, the students of different ethnic groups were shown to possess different levels of religious personality behaviour.

Furthermore, the mean scores for the pro-social behaviour for the Malay and Chinese youths were not significantly different from each other, but both were significantly different from the higher values of pro-social behaviour mean scores of the Indian youths. As for the ritual behaviour, the mean scores were significantly different between the Chinese and the Malay youths, as well as between the Chinese and the Indian youths. The mean scores of the ritual behaviour for the Indians and the Malays were also not significantly different. As discussed in the earlier section and shown in Table 2, the Malay youths had the highest scores for the domain of religious personality, and this was closely followed by the Indian youths.

The results gathered from the mean comparison tests, on the mean scores in the anti-social behaviour among the three different races, showed that the Chinese had the highest mean scores, and that the second highest scores of the Malay youths were significantly different from that of the Indian youths'. However, both these mean values were not significantly different from each other.

### *Religious Personality across Gender*

Further analyses on the mean scores of the religious personality, amongst the different ethnic groups, were conducted by incorporating the information regarding the youth's gender. Table 3 shows the comparison of the male and female youths in terms of their mean scores for the religious personality domains for the Malay, Chinese and Indian ethnic group. The comparison of the mean score values, for the males and females within a particular race with that for the entire samples in the race, is shown in Table 2. Based on the data, it was found that the female youths scored higher than the male youths (for all races) for the pro-social behaviour, but they scored lower in the anti-social behaviour. As for the ritual behaviour, the female youths showed higher mean scores compared to the male youths for the Malay and Indian ethnic groups. However, as for the Chinese ethnic group, their male youths scored higher than their female counterparts.

Within the Malay group, the male and female youths were found to significantly differ in terms of their mean scores for the pro-social behaviour (p-value = 0.004), but not in the ritual and anti-social behaviour. On the other hand, the female Chinese youths and male Chinese youths showed no significant difference for all the three domains

TABLE 3  
Comparisons of the mean scores for the RP between genders within each race

	Pro-Social		Ritual		Anti-Social	
	Male	Female	Male	Female	Male	Female
	Mean	Mean	Mean	Mean	Mean	Mean
	(Std. Dev)	(Std. Dev)	(Std. Dev)	(Std. Dev)	(Std. Dev)	(Std. Dev)
Malay	-0.397	-0.122	0.357	0.422	0.135	0.120
	(0.010)	(0.087)	(0.076)	(0.072)	(0.107)	(0.089)
<i>T</i>	-2.877		-0.621		0.106	
<i>p-value</i>	0.004**		0.536		0.916	
Chinese	-0.192	-0.121	-0.699	-0.887	0.330	0.189
	(0.097)	(0.087)	(0.096)	(0.094)	(0.092)	(0.799)
<i>T</i>	-0.542		1.399		1.162	
<i>p-value</i>	0.588		0.164		0.247	
Indian	-0.021	0.738	0.082	0.626	-0.099	-0.748
	(0.132)	(0.084)	(0.104)	(0.068)	(0.113)	(0.104)
<i>T</i>	-4.829		-4.380		-4.224	
<i>p-value</i>	0.000**		0.000**		0.000**	

of religious personality (all  $p$ -values  $> 0.05$ ). As for the Indian group, the male and female youths revealed significant differences in the pro-social behaviour, ritual behaviour, and anti-social behaviour.

#### *Perceived Behaviour in Inter-ethnic Everyday Life among Youth*

The Indian youths were found to have the highest mean scores on their perceived behaviour towards the inter-ethnic everyday life (Mean = 58.608, SD = 11.344). This was followed by the Chinese youths who scored the second highest, and the Malay youths. The mean scores were found to be significantly different among the three different races ( $p$ -value  $< 0.01$ ). Detailed results are displayed in Table 4.

Post Hoc analyses were also carried out to investigate the sources of significant differences in the mean scores amongst the races. The results of the analysis revealed significant differences in each of the possible pair-wise comparisons. This means the scores of the Indian youths, in the perceived behaviour towards inter-ethnic everyday life, were significantly higher than the others, while the scores of the Malay youths were significantly the lowest.

#### *Influences on Religious Personality on the Perceived Behaviour towards the Inter-ethnic Everyday Life*

The relationship between each factor of religious personality and the students' perceived inter-ethnic

behaviour was examined using the correlation analysis. Table 5 records the strength and the significance of the mentioned relationship.

From Table 5, it is observed that the pro-social behaviour, ritual behaviour and anti-social behaviour were all significantly related to the students' perceived behaviour towards inter-ethnic life (all  $p$ -values  $< 0.001$ ). Both the pro-social and ritual behaviour had positive relationships with the perceived behaviour towards inter-ethnic life. The relationship between the pro-social behaviour was moderately strong (correlation coefficient,  $r$  being less than 0.60), while the relationship involving students' ritual behaviour was rather low ( $r < 0.4$ ). Anti-social, on the other hand, was significantly negative in terms of the perceived behaviour in the inter-ethnic life. The strength of this negative relationship could be categorized as low (correlation coefficient less than 0.3).

A multiple regression model was fitted to the sampled data and tested to analyze the contribution of the religious personality on the youth's perceived behaviour towards inter-ethnic everyday life. A significant regression model consisting of all variables of religious personality was obtained ( $p$ -value in ANOVA for regression model  $< 0.001$ ). Pro-social was found to be a significant positive predictor of the youths' perceived behaviour towards their inter-ethnic everyday life, while both ritual and anti-social behaviour were significant at 0.10 level. As expected, the influence of ritual on the perceived behaviour towards the inter-ethnic everyday life was positive, and that of anti-social

TABLE 4  
Mean comparisons of perceived behaviour towards inter-ethnic everyday life among races

Perceived behaviour towards inter-ethnic everyday life	Mean	Std. Dev.	$F$	$p$ -value
Malay	-0.431	0.061	74.220	0.000**
Chinese	-0.116	0.065		
Indian	0.674	0.070		

\*\*Significant at 0.01 level

TABLE 5  
Correlation between Religious Personality and IETB

	Pro-Social	Ritual	Anti-Social
IETB	0.511**	0.342**	-0.255**
Pro-Social	-	0.542**	-0.373**
Ritual	-	-	-0.276**

\*\*Significant at 0.01 level

was negative. The R-squared value was found to be 0.271, indicating that the variance of the perceived behaviour, towards the inter-ethnic everyday life being explained by the religious personality behaviour, was 27.1%. Table 6 presents the results gathered from the regression analysis.

preferred to be more seclusive and secretive in terms of their behaviour representation. This is supported by the finding of another study, whereby it was found that the Chinese students were less open than the other races (Mastor *et al.*, 2008).

TABLE 6  
The Multiple Regression Analysis of the perceived behaviour towards the inter-ethnic everyday life

Independent Variables	Coefficient	Std. Dev.	<i>t</i>	<i>p-value</i>
Pro-Social Behaviour	0.354	0.036	9.550	0.000***
Ritual Behaviour	0.073	0.037	1.954	0.051*
Anti-Social Behaviour	-0.138	0.075	-1.735	0.083*

*Dependent Var = perceived behaviour towards inter-ethnic everyday life*  
*R<sup>2</sup> = 0.271*

*\*Significant at 0.10 level, \*\*Significant at 0.001 level*

DISCUSSIONS

In the present study, the researchers found that the level of religious personality and practices differed among Malays, Chinese and Indians. In specific, the Indian youths scored highly on the pro-social behaviours of religious personality. The Malay youths scored highest on the ritual behaviours such as those taught by their religion and the Malay traditions (adat resam). The Chinese, on the other hand, scored higher on the anti-social type of religious personality.

The findings of the mean score comparisons showed that the religious personality among the Malaysian samples were heterogeneous, in term of their intensity and focus. In particular, the Malays were found to emphasize more on the ritual behaviours as compared to the others. Performing prayer, for example, is a daily religious ritual that is common to all Muslims. However, even common daily routine like eating or drinking has its own ethics, driven from the religious texts and the prophetic hadiths (the sayings of the prophet Muhamad S.A.W.). Thus, various forms of religious representation in their diverse daily life activities had an implicit impact on the personality of the Muslims. On the other hand, Indians were concerned more about their pro-social behaviour – implying that their religious personality is more pronounced and experienced within and among the individuals and groups in the society. The Chinese youths were more of the anti-social type of religious personality, suggesting that they

One interesting finding was that the Chinese, on the contrary, scored higher on the anti-social type of religious personality. The Malay youths scored lower than the other groups on the pro-social behaviours, despite the Islamic teachings which placed considerable emphasis on this aspect of religion. Being self-conscious could be the attributed trait which had caused one to hinder the Muslim samples from being more pro-social. In addition, some limitations in the cross-gender relationship might have also contributed to the lower score of their pro-social behaviour. Thus, this is consistent to Glock and Stark who noted that “being religious on one dimension does not necessarily imply religiosity on other dimensions” (1965:22). In their study, they suggested that those who scored high on ritual observance and biblical literacy tended to score low on the religious belief and religious feeling, and vice versa (Glock and Stark, 1965). Malays who were consistent observers of prayer, for example, might not necessarily have good relationships with others. The results gathered for the Malay youths in the current study mirrored this statement. As the Muslim sample scored highest on ritual observances, it also indicated they scored lowest on the pro-social behaviour sub-scale. On the other hand, this lowest score might be due to some measurement bias or lower self-representation among the Muslims.

Besides ethnic, gender was another variable which had an effect on the youths’ religious

personality behaviour. The female youths were seen to be more positive in their thoughts and deeds regarding these inter-ethnic issues. They, unlike the male youths, were found to be more likely to have behaviours of religious personality, which included pro-social, and less likely to have anti-social behaviour. The findings reflected the existing gender differences in many social settings (Gilligan, 1982; Moore, 1991), and for this, the females in the present study were significantly more likely than their male counterparts to be more concerned with the inter-racial attitudes.

The pro-social behaviour, as a domain in the religious personality, could positively enhance the middle youths' perceived behaviour towards the inter-ethnic everyday life due to its significant positive effects on the youths' perceptions towards these issues. The female samples seemed to be more sensitive to this particular issue.

### LIMITATIONS

The researchers realized that the present study had some limitations. First, the samples comprised of only high school students in one of the states in the country. Future studies should employ non-student samples such as the people in the society and with larger samples. Another limitation is the few antecedent variables used in the present study – which focused on only the individual difference levels. More exogenous variables should be employed. Further research is therefore needed to explore the contextual factors which play a role in the formation of the Malaysian students' attitudes towards their inter-racial attitudes. In this context, future research should examine the impact of the family structure, social-economic factors, political background of the parents, school background and social factors which might have some significant impacts on the racial inter-ethnic attitudes. These variables should be included in any future research due to the fact that the people, with different status variables such as family structure, socioeconomic status (Hunt, 1980) and political affiliation, may be associated with different value systems (Converse, 1964), hence exhibit different views on the inter-ethnic issues.

### CONCLUSIONS

In conclusion, religious personality which encompasses good moral and values, such as fulfilling promises, respecting the elders, responsible, regularly exercising good deeds, and

the like, should be inculcated and enhanced in the multi-ethnic, multi-culture and multi-religious Malaysian youths. These praiseworthy behaviours are actually the common good teachings shared by all religions. Inevitably, it is hoped that by having religious personality, these youths will be able to understand, tolerate, respect each other and behave appropriately in order to live everyday life in the inter-ethnic environment in harmony.

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## APPENDICES

### Appendix A : Religious Personality Scale Item Changes and Deletions

The following table includes the original MRPI Religious Personality Scale items and the adapted items. The original items are listed in the first row, with the adapted items – where applicable – are provided underneath. Items which were removed upon adaptation are also indicated. This list is prior to the removal of items due to factor analysis.

Items
1. I get enthusiastic about doing good deeds when people praise me
2. I am willing to help old people when they need it
3. I make effort to deepen my understanding of the Islamic law I make effort to deepen my understanding of law/rules/teaching/precepts of my religion
4. I feel at peace when I hear the Qur'an recited I refer to Al Qur'an/my Holy book/Scriptures to obtain tranquillity (peace)
5. I love my brothers and sisters in Islam as I love myself I love my brothers and sisters in my religion as I love myself
6. I use the lessons from the Qur'an and Hadith in my conversations I use the lessons from the Qur'an/Holy book/Scriptures in my conversations
7. I incline towards taking a side when my friends quarrel
8. I try to understand the meaning of Qur'anic words/verses I try to understand the teachings of my religion in the Holy book/Qur'an
9. I establish good relations with my neighbours
10. I find ways to recycle anything that can still be of use
11. <b>I feel sad when Ramadhan ends – removed</b>
12. I invite others to perform obligatory prayer (solat) I invite others to perform solat/prayer/religious service
13. I avoid something if I am unsure about its legal status I avoid something if I am unsure about its religious implication
14. I make effort to remember death often I make effort to remember death and afterlife often
15. I do not pay alms (zakat) I try to avoid myself from giving donations
16. I find time to recite the Qur'an even if I am busy I find time to recite the Qur'an/Holy book/Scriptures even if I am busy
17. I immediately apologize if I wrong someone
18. I thank Allah S.W.T when beggars come to my house I feel happy when beggars come to my house
19. I make effort to always follow the Islamic code of dress I always follow the latest fashion code of dress even though it is against my religion
20. If I borrow money from someone, I will make a contract with them
21. I create commotion in public
22. I do all jobs assigned to me to the best of my ability
23. I am the first to give salam when meeting another Muslim I am the first to greet when meeting another person
24. I will ridicule someone in return when they ridicule me, even during Ramadhan I will ridicule someone in return when they ridicule me
25. I continue to perform good deeds even if others might ridicule me for it
26. I am particular about doing good deeds consistently even though they may be small
27. I easily forgive my siblings when they hurt me



*Cont.* Appendix A

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28. I always obtain the facts before passing judgment
  29. I tend to rely on others when faced with difficulty  
I will seek for God's help first then to others when faced with difficulty
  30. I like to help the needy
  31. I do not expose the shortcomings of others
  32. I make effort not to display my personal good deeds
  33. I like to help my relatives
  34. I frequently discuss religious issues with my friends  
I frequently share my religious values with my friends
  35. I make sure all my family members are following the teachings (sunnah) of Rasulullah  
I make sure all my family members are following the teachings of my religion
  36. I seek sympathy from others when I experience misfortune
  37. I avoid offending in any way when joking around with others
  38. I make an ongoing effort to increase the frequency of my non-obligatory (nafil) prayers  
I make an ongoing effort to increase the frequency of my good deeds
  39. I would give true information in court against someone even if he/she is my relative
  40. I would remove an obstacle that I see on the road, even if it is small
  41. I worry if I cannot pay debt on time
  42. I am involved in da'wah work  
I am involved in religious work
  43. I care about my good relations with my siblings
  44. I admonish my friends when they do wrong  
I criticize my friends when they do wrong
  45. I perform my work duties enthusiastically because it is a form worship (ibadat)  
I perform my work duties enthusiastically because of my religion/God
  46. I fulfil all my promises
  47. **I am not sensitive to the teachings (sunnah) of Rasulullah in my daily activities – removed**
  48. I make effort to obey Allah S.W.T.'s rules in every situation  
I make effort to obey rules/advice of my religion (God) in my daily life
  49. I assume that people talk about me because they are concerned about my well-being
  50. I always thank a person when they do something nice for me
  51. I assume that nobody is perfect
  52. I get jealous when my colleague/friend is more successful than me
  53. I make effort to have ablution (wudhu') at all times  
I make effort to be clean at all times
  54. I try to smile as much as possible
  55. I do not get angry when I am being scolded
  56. I tend to remain silent when someone degrades Islam in front of me  
I tend to remain silent when someone degrades my religion in front of me
  57. I speak politely to my parents
  58. **I do non-obligatory prayers (solat sunnat) wherever I am - removed**
  59. I forgive others who do wrong doings to me before they ask for my forgiveness
  60. I expect others to finish my work for me
  61. I get upset when I hear about the suffering of Muslims in other parts of the world  
I get upset when I hear about the suffering of people of all races in other parts of the world
  62. I will keep a person's identity hidden when I talk about them and they are not present
  63. I like to join in when I hear people gossiping
  64. I do not neglect my friends' dignity
  65. I refer to the people who know when I feel uncertain about Islamic rulings  
I refer to the people who know when I feel uncertain about the rulings/teachings of my religion
-

*Cont. Appendix A*

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66. I like to help the poor without anyone knowing
  67. I make effort to internalize the Prophet's ethical conduct in my daily life  
I make effort to internalize the ethical conduct of my religion in my daily life
  68. I throw rubbish in the trash bin when I see it lying around
  69. I feel worried when I hurt my parents
  70. I do not feel worried when I send negative e-mails/SMS messages/information to people
  71. I use public buses, walkways, etc. with care/respect
  72. I cannot tolerate people who disagree with me
  73. I am careful to follow Islamic social norms during all activities I am involved in  
I am careful to follow my religious social norms during all activities I am involved in
  74. I participate in recreational activities without neglecting religious norms
  75. I perceive all non-Muslims that I see as potential Muslims  
I perceive those who are not the same religion as mine as potential believers of my religion
  76. I respect all opinions
  77. I feel happy when someone says something good about one of my friends
  78. I am very conscious about my health
  79. I openly display my anger if somebody meddles with my belongings
  80. I tend to let setbacks in life distract me from my responsibilities and religious practice
  81. I am very comfortable admitting my mistakes
  82. I make a serious effort to fulfil wedding invitations
  83. I have started saving money for hajj since my early days  
I have started saving money for religious donations since my early days
  84. I prefer to do any form of labour than to beg
  85. I gossip about others
  86. I make sure that when I read the Qur'an, I understand its demands  
I make sure that I understand the demands/obligations/teachings of my religion
  87. I use other peoples' belongings without their permission
  88. I speak rudely to my parents when I am angry at them
  89. My siblings and I compete in serving our parents
  90. I enjoy working in a team
  91. I pay more attention to my friends than my parents
  92. I offer my guests the best of what I have when I am hosting them in my home
  93. I like to take advantage of opportunities to understand Islam with my family  
I like to take advantages of opportunities to understand my religion with my family
  94. I look for opportunities to give charity
  95. I share my opinion when I think that it will improve a situation
  96. I do not enter a person's house until I am invited
  97. I follow the advice of my parents even though it may not be what I want  
I follow the advice of my parents even though it may contradict my religious conviction
  98. I make effort to make my guests feel as comfortable as possible
  99. I set aside money every year for charity  
I set aside money every year for religious purposes
  100. I work hard to achieve my goals in the specified time
  101. I pray the 5 compulsory (fard) prayers (solat) everyday  
I practice solat/religious prayers as taught in my religion
  102. I follow the advice of my parents even though it may not be what I want
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## Appendix B : Adapted MRPI Religious Personality Scale Factor Loadings

Item Statements	Factor 1 – Pro-Social Behaviours	Factor 2 – Ritual Behaviours	Factor 3 – Anti-Social Behaviours
I fulfil all my promises	<b>.644</b>	-.187	-.053
I make effort to make my guests feel as comfortable as possible	<b>.641</b>	.023	-.023
I am very comfortable admitting my mistakes	<b>.619</b>	-.082	-.123
I share my opinion when I think that it will improve a situation	<b>.585</b>	.113	-.137
I always thank a person when they do something nice for me	<b>.578</b>	-.065	.070
I speak politely to my parents	<b>.577</b>	-.080	.143
I offer my guests the best of what I have when I am hosting them in my home	<b>.567</b>	.025	.045
	<b>.551</b>	.011	.010
I like to help my relatives	<b>.545</b>	-.024	.109
I care about my good relations with my siblings	<b>.544</b>	-.035	-.134
I feel happy when someone says something good about one of my friends	<b>.535</b>	-.041	-.246
I make a serious effort to fulfil wedding invitations	<b>.518</b>	-.121	-.081
I am very conscious about my health	<b>.513</b>	.009	-.006
I do all jobs assigned to me to the best of my ability	<b>.502</b>	.031	.015
I respect all opinions	<b>.495</b>	.086	.102
I like to help the needy	<b>.490</b>	-.036	.162
I use public buses, walkways, etc. with care/respect	<b>.488</b>	-.076	.126
I immediately apologize if I wrong someone	<b>.487</b>	.064	.008
I work hard to achieve my goals in the specified time	<b>.478</b>	.008	-.146
I enjoy working in a team	<b>.474</b>	-.115	.072
I forgive others who wrong me before they ask for my forgiveness	<b>.470</b>	.098	.195
My siblings and I compete in serving our parents	<b>.465</b>	-.031	.096
I follow the advice of my parents even though it may not be what I want	<b>.462</b>	-.101	.114
I easily forgive my siblings when they hurt me	<b>.460</b>	-.020	.095
I always obtain the facts before passing judgment	<b>.446</b>	-.429	-.099
I follow the advice of my parents even though it may contradict my religious conviction	<b>.441</b>	.111	.060
I am willing to help old people when they need it	<b>.439</b>	.091	.047
I feel worried when I hurt my parents	<b>.436</b>	.063	-.016
I try to smile as much as possible	<b>.418</b>	.201	.001

*Cont. Appendix B*

I continue to perform good deeds even if others might ridicule me for it	<b>.402</b>	.132	-.174
I like to help the poor without anyone knowing	<b>.399</b>	-.042	-.264
I do not neglect my friends' dignity	<b>.390</b>	.015	-.124
I would remove an obstacle that I see on the road, even if it is small	<b>.373</b>	.250	.041
I make effort to be clean at all times	<b>.368</b>	-.098	.244
I throw rubbish in the trash bin when I see it lying around	<b>.366</b>	.193	-.162
I am particular about doing good deeds consistently even though they may be small	<b>.355</b>	-.084	-.218
If I borrow money from someone, I will make a contract with them	<b>.352</b>	.144	-.013
I would give true information in court against someone even if he/she is my relative	<b>.346</b>	.155	.104
I will ridicule someone in return when they ridicule me	<b>.344</b>	.003	-.054
I avoid offending in any way when joking around with others	<b>.343</b>	.051	-.181
I worry if I cannot pay debt on time	<b>.324</b>	.222	.021
I get upset when I hear about the suffering of people of all races in other parts of the world	<b>.310</b>	.110	.139
I am careful to follow my religious social norms during all activities I am involved in	-.138	<b>.773</b>	-.145
I refer to Al Qur'an/my Holy book/Scriptures to obtain tranquillity (peace)	-.034	<b>.757</b>	.017
I make sure that I understand the demands/obligations/teachings of my religion	-.204	<b>.737</b>	-.014
I find time to recite the Qur'an/Holy book/Scriptures even if I am busy	.032	<b>.706</b>	.064
I make effort to deepen my understanding of the law/rules/teaching/precepts of my religion	-.001	<b>.704</b>	0.49
I practice solat/religious prayers as taught in my religion	-.001	<b>.702</b>	.071
I try to understand the teachings of my religion in the Holy book/Qur'an	-.041	<b>.694</b>	-.051
I invite others to perform solat/prayer/religious service	-.191	<b>.671</b>	-.107
I use the lessons from the Qur'an/Holy book/Scriptures in my conversations	.018	<b>.662</b>	.036
I will seek for God's help first then to others when faced with difficulty	.122	<b>.640</b>	.004

*Cont.* Appendix B

I make an ongoing effort to increase the frequency of my good deeds	.056	<b>.633</b>	.104
I make sure that all my family members are following the teachings of my religion	.073	<b>.632</b>	-.067
I refer to the people whom I know when I feel uncertain about the rulings/teachings of my religion	.116 .173	<b>.622</b> <b>.584</b>	.014 .042
I perform my work duties enthusiastically because of my religion/God			
I like to take advantages of opportunities to understand my religion with my family	.129 .141	<b>.578</b> <b>.542</b>	.113 -.043
I make effort to obey rules/advice of my religion (God) in my daily life	-.048	<b>.535</b>	-.146
I am involved in religious work	-.151	<b>.532</b>	.042
I make effort to remember death and afterlife often	.181	<b>.461</b>	-.031
I avoid something if I am unsure about its religious implication	.317	<b>.386</b>	.110
I frequently share my religious values with my friends	.277	<b>.369</b>	.003
I make effort to internalize the ethical conduct of my religion in my daily life	.069	<b>.365</b>	-.212
I love my brothers and sisters in my religion as I love myself	-.070	.033	<b>.564</b>
I set aside money every year for religious purposes	-.026	.060	<b>.561</b>
I look for opportunities to give charity	.105	-.044	<b>.546</b>
I will ridicule someone in return when they ridicule me	.065	-.001	<b>.535</b>
I expect others to finish my work for me	.149	-.114	<b>.533</b>
I use other peoples' belongings without their permission	-.061	.090	<b>.521</b>
I gossip about others	-.245	-.008	<b>.509</b>
I create commotion in public	-.001	-.072	<b>.502</b>
I pay more attention to my friends than my parents	.205	-.018	<b>.488</b>
I criticize my friends when they do wrong	-.203	-.042	<b>.474</b>
I like to join in when I hear people gossiping	.064	-.217	<b>.438</b>
I speak rudely to my parents when I am angry at them	.054	-.178	<b>.424</b>
I openly display my anger if somebody meddles with my belongings	.096	.047	<b>.417</b>
I incline toward taking a side when my friends quarrel	-.003	-.004	<b>.410</b>
I get jealous when my colleague/friend is more successful than me			

*Cont.* Appendix B

I try to avoid myself from giving donations	-.051	.211	<b>-.408</b>
I do not feel worried when I send negative e-mails/ SMS messages/ information to people	-.172	.172	<b>.378</b>
I perceive those who are not the same religion as mine as potential believers of my religion	-.250	.186	<b>.375</b>
I always follow the latest fashion code of dress even though it is against my religion	-.258	.132	<b>.317</b>
I tend to let setback in life distract me from my responsibilities and religious practice			
I seek sympathy from others when I experience misfortune			

## **Makna dan Pengalaman Kerjasama daripada Perspektif Kontraktor Pembinaan Kelas A Melayu di Lembah Klang**

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### **ABSTRAK**

Penyelidikan ini bertujuan memahami makna kerjasama oleh kontraktor pembinaan kelas A Melayu dan bagaimana fenomena kerjasama ini berlaku. Oleh itu, penyelidikan ini menjelaskan makna kerjasama daripada pengalaman kontraktor pembinaan kelas A Melayu terpilih di Lembah Klang. Kaedah fenomenologi digunakan bagi memahami dan menjelaskan makna dan pengalaman kerjasama kontraktor pembinaan kelas A Melayu dalam kerjaya mereka. Responden terdiri daripada kontraktor pembinaan kelas A Melayu dan berpengalaman antara 11 -25 tahun yang bersedia berkongsi pengalaman secara sukarela. Pensampelan berasaskan lima kriteria digunakan untuk mengenal pasti responden. Teknik perbualan bersemuka digunakan dalam proses pengumpulan data. Perbualan dirakamkan melalui pita rakaman dan ditranskrip secara verbatim. Analisis bermula sebaik sahaja data dikumpul. Penyelidikan ini mengandaikan bahawa kontraktor pembinaan kelas A Melayu berpengalaman menjalin kerjasama dalam perjalanan kerjaya mereka mengendalikan perniagaan. Pengalaman yang dilalui oleh responden menunjukkan bahawa terdapat beberapa tema yang menjelaskan makna dan pengalaman merentasi kerjasama. Analisis terperinci kemudiannya dilakukan untuk mencari tema dan kategori bagi menjawab persoalan penyelidikan. Tema dikategorikan kepada (i) makna kerjasama, (ii) pendorong kerjasama, (iii) menyemarakkan kerjasama, dan (iv) bentuk kerjasama. Penyelidikan juga menunjukkan makna kerjasama difahamkan sebagai bekerja bersama-sama, perkongsian, dan kumpulan kerja. Ketiga-tiga makna kerjasama ini saling berkaitan dan berlangsung dalam semua bidang usaha sebagai kontraktor pembinaan. Penyelidikan turut menemukan sumber pendorong kerjasama yang meliputi aspek kesedaran dan keinsafan, nilai dan amalan budaya, kelangsungan hidup (survival), dan persaingan. Malahan penyelidikan ini turut menemui empat elemen yang menyemarakkan kerjasama dalam dunia kontraktor iaitu sama-sama faham, ikhlas, sama kebolehan dan pengalaman, dan hubungan baik. Kerjasama yang dialami oleh responden adalah menyeluruh; iaitu melibatkan semua pihak yang berkepentingan langsung dalam menyempurnakan tugas yang diamanahkan. Pihak berkepentingan langsung termasuk institusi kewangan, pihak kontraktor dan pembekal bahan binaan. Kerjasama yang wujud tidak berlaku secara formal. Ia lebih kepada persefahaman bersama dan kepercayaan menjayakan sesuatu projek. Dapatlah dirumuskan bahawa pengalaman kerjasama oleh kontraktor pembinaan kelas A Melayu mempunyai makna dan nilai signifikan dengan diri dan budaya Melayu.

Kerjasama yang dijalinan bukan sahaja mampu membawa manfaat di bidang perniagaan individu lain, malah berjaya membentuk satu pemahaman bahawa kerjasama adalah acuan terbaik apabila manusia memikirkan bagaimana menikmati kehidupan selesa, harmoni, aman dan sejahtera. Penyelidikan ini mencadangkan bahawa segala usaha yang berterusan dan konkrit perlu diambil untuk menyuburkan lagi nilai kerjasama orang Melayu. Mereka juga digalakkan untuk menyemai nilai kerjasama sesama rakan niaga.

### ABSTRACT

The study sought to understand the meaning of cooperation by the class A Malay construction contractors and how phenomenon of cooperation takes place. As such, this study explains the meaning and the experience of cooperation based on the practice of selected class A Malay construction contractors in Klang Valley. Phenomenology was used to understand and uncover the cooperation experiences in the career of these class A Malay construction contractors. The narators in this study were class A Malay construction contractors who volunteered to participate and were willing to share their experiences. They have been involved in the business between 15 to 25 years as construction contractors. Criteria based purposive sampling was used to select narators. An open conversation technique was carried out to garner data. The open conversation was tape-recorded and transcribed verbatim. Analysis began as soon as the data were collected. This study assumed that the class A Malay construction contractors experienced cooperation as they undertook the day-to-day activities in running their business. The experiences of the narators revealed that there were several themes, which described the phenomenon of cooperation. A detailed analysis was carried out to identify the themes and categories in order to answer the research questions. These themes were categorized into (i) the meaning of cooperation, (ii) reasons for cooperation, (iii) enhancing cooperation, and (iv) forms of cooperation. Basically, there were several significant meanings of cooperation in the light of a contractor's task. The study showed that the meanings of cooperation were perceived as working together, partnership, and group work. These three meanings were intertwined and present in all aspects of construction contractors. In addition, the study revealed the sources of cooperation which included aspects of awareness and realization, cultural practice and principles, survival, and competition. In fact, the study identified four elements that enhanced cooperation among the contractors, which were understanding, sincerity, compatibility and experience, and good relationship. Cooperation experienced by the narators was inclusive, that is, it involved all parties concerned in completing a given task. The concerned parties included financial institutions, contractors and construction material suppliers. The cooperation among the contractors was not formal. It was more like a mutual understanding and trust to see the success of certain projects. It could be concluded that the experience of cooperation among the class A Malay construction contractors, was a significant meaning and values within the culture and the Malay individuals themselves which had been rooted for centuries. In fact, the cooperation did not only benefit other members in the business, but also was in a form of an agreement that cooperation was seen as the best formula for those who wanted to lead a conducive, harmonious, peaceful and happy life. This research suggests that continuous and concrete efforts need to be taken to enhance the values of cooperation which are diminishing. They are also encouraged to inculcate the value of cooperation among their business partners.

**Kata kunci:** Makna kerjasama, kontraktor pembinaan kelas A Melayu, perspektif, Lembah Klang

### PENGENALAN

Kerjasama dikenal pasti sebagai satu daripada sumber penting untuk melahirkan perpaduan (Johnson dan Johnson, 1989, 1990). Dalam konteks Malaysia yang didiami oleh pelbagai etnik, persoalan kerjasama perlu selalu dititikberatkan. Menurut Muhammad (1994), dalam konteks orang Melayu kerjasama sepatutnya menjadi agenda penting untuk menjadikan orang Melayu

terus kukuh, padu dan tidak mudah goyah dengan pelbagai cabaran khususnya dalam menangani perubahan sosial dan ekonomi. Pendapat ini diperkukuhkan oleh Ishak (2000a, 2000b, 2000d) dan Mustapa (2001) yang menjelaskan bahawa untuk menjadikan Malaysia amnya dan orang Melayu khususnya sebagai satu etnik yang kuat, maka konsep dan elemen kerjasama perlulah menjadi agenda penting. Hanya melalui kerjasama



sesama etnik atau antara etnik membolehkan penduduk Malaysia menikmati pembangunan dan peningkatan kualiti hidup.

Orang Melayu cenderung untuk bekerjasama tetapi lebih tertumpu dalam kelompok mereka sendiri (Asma, 1996). Kerjasama dalam kelompok sendiri bukan hanya berlaku pada orang Melayu, tetapi wujud dalam mana-mana bangsa yang lain. Hal ini disebabkan lumrah semula jadi iaitu budaya dan corak serta cara fikiran yang tidak sama memungkinkannya pengukuhan sesuatu bangsa. Hal ini selari dengan apa yang dikatakan oleh Kohn (1992a), iaitu kerjasama adalah satu situasi apabila kecenderungan manusia secara bersama melakukan sesuatu pekerjaan untuk membolehkan mereka mencapai matlamat yang tidak boleh dicapai secara berseorangan.

Sementara itu dalam konteks perniagaan, para peniaga Melayu didapati tidak bekerjasama sesama sendiri apabila menguruskan perniagaan mereka. Hal ini disebabkan kurangnya kesedaran dan kekangan jaringan komunikasi (Hong Liu (1999), Khairuddin (2002) dan Shamsul Amri (1999)). Malahan orang Melayu juga masih terbawa dengan mentaliti penjajah yang menyatakan bahawa mereka tidak boleh berniaga, dan perlu bekerja sebagai 'makan gaji' sahaja. Berbanding orang Cina, seperti yang diungkapkan oleh Chin Yee Whah (2003) melalui kajiannya, mereka sentiasa bekerjasama dalam perniagaan untuk membolehkan mereka memonopoli dan seterusnya menguasai ekonomi. Pada mereka kerjasama bukan sekadar satu ungkapan tetapi falsafah dalam perniagaan. Kerjasama adalah amalan yang diperturunkan daripada generasi ke generasi lain yang bertujuan untuk menjaga kepentingan.

Disebabkan kerjasama dalam perniagaan bukanlah suatu perkara yang terlalu sukar atau mustahil untuk dilakukan, mengapakah selalunya dikatakan bahawa orang Melayu tidak boleh bekerjasama dalam perniagaan. Sesungguhnya, kerjasama membawa falsafah yang jelas, iaitu melaksanakan sesuatu tugas secara bersama, faedah yang bakal dinikmati lebih bermakna, menyeluruh dan individu tersebut akan menikmati lebih kepuasan yang boleh membentuk kekuatan dan kekuasaan.

### **PERNYATAAN MASALAH**

Bekerjasama menjayakan sesuatu keusahawanan amat penting kepada semua usahawan, apatah lagi kepada usahawan Melayu. Disebabkan sukarnya

bekerjasama, orang Melayu selalu gagal dalam perniagaan (Mustapa, 2001). Shukor (2003) dan Asrul (2003) juga menyatakan kerjasama menjayakan keusahawanan amat penting kepada usahawan Melayu. Kerjasama membolehkan mereka bersaing dan terus kekal dalam usaha diceburi. Hal ini terutamanya oleh usahawan yang berada di skala lebih tinggi seperti kontraktor pembinaan kelas A dengan kontraktor-kontraktor di kelas-kelas lain. Ishak (2000, 2000a, 2000c) dan Ismail (2002) dalam kajian mereka tentang peniaga Melayu telah menemukan bukti pentingnya kerjasama terutamanya kerjasama ekonomi dalam kalangan orang Melayu untuk membolehkan mereka terus kekal dan berdaya saing.

Dalam konteks dunia kontraktor, masih kurang penyelidikan komprehensif yang berusaha memahami persoalan kerjasama sesama mereka. Penyelidikan terperinci, mendalam, menyeluruh dan komprehensif amatlah perlu untuk memahami fenomena kerjasama sesama kontraktor pembinaan terutamanya para kontraktor pembinaan kelas A yang jumlah mereka pada hari ini telah bertambah berbanding tiga dekad lalu. Penyelidikan ini berusaha memahami makna kerjasama dari sudut pengalaman kontraktor pembinaan kelas A Melayu; yang akhirnya memberikan perkongsian maklumat, pengetahuan dan pengalaman.

### **SOROTAN LITERATUR**

Persaingan antarabangsa yang terus meningkat disebabkan oleh proses globalisasi dan liberalisasi telah mengubah landskap perdagangan dan perniagaan antarabangsa, dan dalam negeri. Sistem kewangan yang terus ketat dan sistem perbankan yang lebih konservatif dalam menawarkan pinjaman, pasaran tempatan yang terhad serta kadar persaingan yang tinggi, memerlukan wujudnya kerjasama dalam bentuk perkongsian sumber-sumber ekonomi. Usahawan Melayu juga tidak terkecuali mengalaminya.

Adalah jelas, kesukaran berlaku kerjasama sama ada dalam kalangan orang Melayu sesama Melayu apatah lagi antara Melayu dengan bukan Melayu, khususnya Cina adalah warisan daripada pola pentadbiran dan komposisi etnik kolonial (Mohd. Hafiah dan Musalmah, 2002). Hal ini secara langsung mewujudkan pola pembangunan dan pengagihan kekayaan negara yang tidak seimbang. Ishak (2002d) pernah mengingatkan orang Melayu untuk bekerjasama membangunkan ekonomi demi kebaikan dan kesejahteraan orang Melayu itu sendiri dan generasi akan datang.

Ahli-ahli ekonomi melihat kerjasama berlaku akibat rangsangan dan keperluan untuk berhadapan dengan kehendak pasaran. Levmore (1998) menjelaskan yang dalam banyak keadaan para usahawan tidak menyedari bahawa kerjasama mampu meningkatkan penguasaan dan keuntungan. Keadaan pasaran yang tidak menentu menjadikan kerjasama antara usahawan penting supaya dengannya mampu berlaku pengagihan dan pembahagian pasaran yang lebih adil serta mengelakkan monopoli. Sundberg (2002) turut menjelaskan bahawa kerjasama sesama usahawan amat penting untuk mereka menghadapi persaingan dan dalam masa yang sama, setidak-tidaknya boleh meneroka pasaran baharu atau mengekalkan pasaran sedia ada.

Kerjasama antara syarikat bukan sahaja dapat mengecilkan persaingan, malahan mampu meningkatkan keupayaan serta kemampuan menghadapi persaingan lebih kukuh. Kerjasama membolehkan syarikat lebih mantap menghadapi persaingan dan dalam masa yang sama mampu bersaing untuk mendapatkan pasaran luar. Melalui kerjasama, konsep yang diguna pakai ialah walaupun menikmati keuntungan yang relatifnya lebih kecil, ia adalah lebih baik daripada langsung gagal untuk bersaing dan akhirnya rugi.

Integrasi perniagaan perlulah dilaksanakan oleh para usahawan untuk membolehkan mereka menghadapi perubahan pasaran ekoran ekonomi global (Globerman, 2001). Dalam perkara ini, usahawan Melayu perlulah bersedia untuk bekerjasama dengan rakan usahawan lain sama ada dalam daerah atau negara yang sama dengan rakan usahawan dari negara lain. Apatah lagi bagi usahawan Melayu, kerjasama amat penting dijalinan agar daya saing dan daya tahan dapat dilangsungkan. Situasi ini perlu diwujudkan supaya mereka boleh menghadapi desakan pasaran yang semakin kompetitif dan menjadikan perniagaan mereka terus wujud. Persaingan hebat daripada usahawan negara-negara membangun yang mampu mengeluarkan produk dengan kos yang rendah semakin mendesak usahawan di negara maju menjalinkan kerjasama dengan usahawan negara membangun. Maka dengan itu, strategi kerjasama strategik yang dikemukakan oleh Hubert (2000) perlu dilakukan khususnya oleh usahawan Melayu.

## METODOLOGI PENYELIDIKAN

Pendekatan kualitatif dengan kaedah *Phenomenology* digunakan untuk melaksanakan penyelidikan

ini. Pendekatan ini sesuai digunakan apabila penyelidik berusaha untuk memahami makna daripada pengalaman yang ada pada narator (Manning, 1992). Pemilihan pendekatan kualitatif juga berikutan kecenderungan penyelidik untuk meneroka, memahami dan menginterpretasikan data daripada narator, dan bukan menguji hipotesis (Van Manen, 1990; Merriam, 1998; Merriam, 2002). Perbualan secara bersemuka dan terbuka digunakan dalam pengumpulan data. Teknik ini membolehkan penyelidik meneroka persoalan dengan mendalam, terperinci dan jelas.

Kontraktor pembinaan kelas A Melayu dipilih sebagai narator dalam penyelidikan ini. Majoriti para kontraktor ini berada di sekitar Lembah Klang. Oleh itu, Lembah Klang dipilih menjadi lokasi penyelidikan. Kaedah pemilihan bertujuan digunakan dalam proses penyelidikan kerana sesuai digunakan dan mampu memberikan penyelidik potensi besar untuk mencapai tahap tepu. Seramai 13 narator melibatkan diri dalam penyelidikan ini.

Penyelidik memutuskan untuk hanya mengkaji kontraktor pembinaan kelas A Melayu dalam aspek pemilihan narator. Berasaskan pembacaan dan pemerhatian, mendapati orang Melayu amat sukar berjaya jika tiadanya jaringan hubungan dan kerjasama sesama sendiri. Faktor persaingan hebat, kekangan modal dan kemahiran dalam industri ini sering kali menjadi pukulan maut kepada para kontraktor Melayu.

Perbualan yang dijalankan adalah hanya dalam kalangan mereka yang sedia memberikan kerjasama iaitu sedia berkongsi pengalaman dan meluangkan masa demi memastikan data yang diceritakan adalah tulus, ikhlas dan datangnya daripada pengalaman sendiri dan bukannya sesuatu yang direka atau diveduk daripada pengalaman orang lain.

Analisis data bermula sebaik sahaja data pertama dikutip dan serta-merta untuk mengekalkan kebenaran data serta dapat mengelakkan sebarang kecuai. Juga membolehkan penyelidik mengingat data-data penting yang dikutip secara non verbal seperti mimik muka dan bahasa badan (Patton, 1990).

## TEMUAN KAJIAN DAN PERBINCANGAN

### *Makna Kerjasama*

Berlandaskan penjelasan responden, makna kerjasama dapatlah diinterpretasikan kepada tiga maksud iaitu bekerja bersama-sama, perkongsian, dan kumpulan kerja seperti di bawah:

(i) Bekerja Bersama-sama

Temuan penyelidikan iaitu kerjasama difahamkan sebagai kerja bersama – sama diertikan sedemikian rupa kerana sejajar dengan bidang kerja sebagai kontraktor. Disebabkan projek yang dibangunkan adalah besar iaitu puluhan juta ringgit malahan menjangkau ratusan juta ringgit, maka pastinya para kontraktor ini memerlukan jalinan kerjasama dengan individu atau mana-mana syarikat yang boleh bekerja bersama-samanya demi memastikan projek tersebut siap mengikut tempohnya dan menepati piawaian.

Sekiranya rakan kerjasama tidak dapat bekerja bersama-sama dengan berkesan, maka potensi kegagalan projek tersebut amatlah besar. Hal ini pastinya akan merugikan syarikat iaitu peratusan keuntungan menjadi rendah, malahan lebih buruk lagi, kemungkinan akan menanggung kerugian. Ketidakupayaan atau kegagalan menyiapkan projek menyebabkan imej dan prestasi syarikat tercemar. Apabila ini berlaku, ia bakal menjadikan syarikat berhadapan dengan kepayahan untuk mendapatkan projek baharu.

Roucek dan Warren (1986) menjelaskan tindakan individu melaksanakan sesuatu kerja secara bersama-sama adalah mengikut putaran dan pusingan hokum sosial. Manakala Kohn (1992, 1986) menjelaskan bahawa tindakan individu melaksanakan sesuatu tugas secara bersama-sama kerana mereka merasakan bahawa melalui cara ini sesuatu tugas dapat disempurnakan dengan berkesan. Justeru, temuan makna kerjasama yang difahamkan sebagai bekerja bersama-sama ini adalah sejajar juga dengan yang diperkatakan oleh Deutsch (1973). Beliau menjelaskan bahawa manusia lazimnya memahami kerjasama sebagai bekerja bersama-sama untuk menyempurnakan sesuatu penyelidikan atau memenuhi tuntutan hidupnya. Malahan Asma (1996) turut menakrifkan kerjasama sebagai tindakan yang dilakukan secara bersama untuk mencapai sesuatu matlamat.

Kerjasama yang ditakrifkan sebagai bekerja secara bersama-sama untuk mencapai tujuan yang sama dan satu proses sosial yang paling asas. Maka jelaslah bahawa kerjasama yang difahamkan sebagai bekerja bersama-sama oleh para responden ini adalah menepati dan sejajar dengan pengertian yang diberikan oleh Roucek dan Warren (1986), Kohn (1992; 1986), Deutsch (1973), Asma (1996), dan Fehr dan Schmidt (1999).

Jelaslah bahawa kerjasama membawa makna dan pengertian sebagai bekerja sama-sama pada

diri responden berkenaan. Mereka menyedari dan memahami kerjasama sebagai melaksanakan tugas secara bersama demi memastikan kejayaan dan kesempurnaan tugas yang diberikan dan dalam masa yang sama menentukan kualiti produk mencapai tahap piawaian yang ditetapkan.

(ii) Perkongsian

Para narator ini juga telah memahami kerja sama sebagai perkongsian. Selain daripada kerjasama yang difahami sebagai bekerja sama-sama, pengkongsian juga ditakrifkan sebagai kerjasama. Perkongsian di sini seperti mana yang dimaksudkan oleh responden ialah melaksanakan sesuatu kerja secara bersama dan menikmati ganjaran secara bersama jua. Para narator ini memahami dan memberi petunjuk bahawa berkongsi sumber dan akhirnya menuai hasil yang lumayan adalah penting dan mampu menjadi mekanisme ke arah keserasian dan persefahaman.

Menurut Foddy dan Hogg (1999), kerjasama adalah perkongsian antara individu dengan individu lain atau dengan kelompok individu lain untuk memenuhi sesuatu matlamat. Googenough (1966) juga memahami kerjasama adalah suatu perkongsian iaitu individu bertindak berkongsi melaksanakan sesuatu tugas atau tanggungjawab dengan individu lain; yang akhiran daripada tugas dan tanggungjawab itu membawa pulangan keuntungan menggembirakan sama ada dalam bentuk material, penghormatan atau pengiktirafan. Kesemua mereka ini memahami sebagai individu yang berkongsi sumber, kepakaran dan kebolehan bagi menjayakan sesuatu aktiviti yang boleh membawa pulangan kepada mereka. Malahan pengertian kerjasama sebagai perkongsian diperkukuhkan dengan pernyataan yang dikemukakan oleh Johnson dan Johnson (1990).

Kerjasama juga dimaknakan atau difahami sebagai perkongsian antara seseorang dengan seseorang yang lain untuk melaksanakan sesuatu tugas yang diamanahkan. Perkongsian bukan sahaja berkongsi keuntungan yang dimiliki, lebih jauh daripada berkongsi tenaga, keringat, kepakaran, kewangan dan tugas. Dalam erti kata lain, para responden ini menjelaskan bahawa kerjasama yang mereka faham sebagai perkongsian mestilah dilaksanakan dengan tulus, jujur dan ikhlas. Setiap individu yang menjadi rakan kongsi melaksanakan peranan

mereka dengan etika kerja yang luhur, bijaksana dan saling faham-memahami. Melalui kesatuan sebegini, maka kerjasama yang berlaku membuahkan hasil lumayan dalam bentuk keuntungan dan setiap individu boleh menikmatinya.

### (iii) Kumpulan Kerja

Para narator ini memahami kerjasama juga sebagai kumpulan kerja adalah menepati dan sememangnya bukanlah sesuatu yang tidak relevan. Ia adalah menepati dan sejajar dengan apa yang diperkatakan oleh Fehr dan Schmidt (1999), Wong, Tjosvold, Wong dan Liu (1999), dan Lulofs dan Cahn (2000). Kesemua mereka ini memahami kerjasama sebagai kumpulan kerja iaitu sekumpulan individu yang secara bersama bekerja untuk mencapai sesuatu hajat.

Orang Melayu mentakrif dan memahami kerjasama, sama ada sebagai bekerja bersama-sama, perkongsian dan kumpulan kerja; adalah menepati konsep asas ritma kehidupan orang Melayu tradisi mahupun moden; iaitu orang Melayu suka 'berkampung' apabila melakukan sesuatu pekerjaan (Ghazali Shafie, 1997).

Yang pasti, kerjasama adalah tindakan yang diambil individu secara sadar untuk melaksanakan sesuatu kerjasa dengan bantuan, sokongan dan penglibatan individu lain untuk mencapai kejayaan walau apa kerjasama itu difahamkan.

## PENDORONG KERJASAMA

Penyelidikan ini menemukan juga perihai faktor pendorong untuk para kontraktor pembinaan kelas A Melayu bekerjasama. Temuan penyelidikan membuktikan bahawa para kontraktor ini bekerjasama berlandaskan empat sebab utama, iaitu kesedaran dan keinsafan, nilai dan amalan budaya, kelangsungan hidup (survival), dan persaingan.

### *Kesedaran dan Keinsafan*

Para narator ini membuktikan sebab utama kerjasama yang dijalinakan menjalinkan kerjasama kerana wujudnya rasa kesedaran yang tinggi perihai pentingnya membantu dan membangunkan anak bangsa dalam bidang kontraktor. Elemen ini sebenarnya adalah suatu naluri (instinct) dalam diri manusia. Menurut Clutton-Brock (2002), dalam diri manusia mempunyai naluri semula jadi untuk membantu, menolong dan bekerjasama dengan orang lain.

Senu (2002) menjelaskan yang dalam diri orang Melayu itu seharusnya memiliki kesedaran

dan keinsafan untuk bekerjasama dalam semua bidang sama ada di bidang pembangunan ekonomi, kemasyarakatan ataupun politik untuk membolehkan orang Melayu, bukan sahaja berjaya menangani sebarang cabaran, malahan membina matlamat bersama untuk kesejahteraan dan manfaat umat Melayu. Elemen kesedaran dan keinsafan yang ditemui dari penyelidikan ini adalah yang menentu jaya atau gagal jalanan kerjasama dalam dunia kontraktor Melayu. Apabila individu menyedari pentingnya kerjasama sebagai alat untuk mencapai dan memenuhi sesuatu matlamat, mereka sentiasa memikirkan bagaimana untuk bekerjasama demi kebaikan semua. Melalui kesedaran, yang ditambah pula dengan keinsafan yang mendalam, kerjasama dapat dibentuk dengan kukuh, mantap dan berkesan.

Pickering (2000) berdasarkan kajiannya membuktikan bahawa kesedaran dan keinsafan adalah antara penyebab unggul individu bekerjasama. Turut diakui oleh Bartha-johnson (1997) dan Guoquan dan Tjosvold (2002). Malahan Chin Yee Whah (2003) mengakui perihai elemen kesedaran dan keinsafan memainkan peranan yang cukup berkesan menjayakan kerjasama.

### *Nilai dan Amalan Budaya*

Pegangan dan pertautan nilai, dan amalan budaya kerana orang Melayu itu memegang tradisi nilai yang sedia membantu dan meringankan bebanan orang lain, maka kerjasama terhasil daripadanya. Pegangan kepada ajaran dan amalan budaya merangsang wujudnya kerjasama oleh para narator.

Nilai dan amalan budaya menjadi pelengkap kepada kesedaran dan keinsafan. Nilai dan amalan budaya mempunyai pertautan yang erat dan signifikan dengan diri orang Melayu. Maka temuan kedua dalam tema penyebab berlakunya kerjasama dalam dunia kontraktor Melayu adalah nilai dan amalan budaya membuktikan hakikat ini. Asma (1996) menegaskan bahawa orang Melayu sememangnya telah sedia dikenali sebagai individu yang memiliki pegangan nilai-nilai murni dan sejagat yang kukuh, dan diperteguhkan lagi apabila memiliki amalan budaya yang mantap. Nilai dan amalan budaya sering menjadi pemangkin dalam membangun atau melaksanakan sesuatu pekerjaan. Nilai-nilai Melayu yang dipegang iaitu sering memikirkan kebaikan bersama, bersama melakukan sesuatu pekerjaan, tidak tamak, bantu-membantu serta

berganding bahu menyempurnakan sesuatu tugas diaplikasikan oleh para kontraktor Melayu ini.

Hong Liu (1999) merumuskan bahawa nilai yang menjadi pegangan individu mempunyai pengaruh yang signifikan dengan kerjasama. Semakin kukuh nilai persaudaraan, semakin kukuh keinginan individu bekerjasama.

Steensma *et al.* (2000) juga menyatakan yang kejayaan kerjasama banyak dipengaruhi oleh nilai-nilai yang dipegang oleh individu yang akan membentuk komuniti tersendiri. Komuniti ini yang dikenali sebagai komuniti peniaga hanya akan berjaya dan seterusnya menyumbang kepada pembangunan, kemajuan dan kesejahteraan masyarakat, berkait rapat sama ada mereka menjalin kerjasama yang kukuh berasaskan nilai yang sama ataupun hanya berasaskan keuntungan yang bakal diraih.

#### *Kelangsungan Hidup (Survival)*

Demi kelangsungan hidup, kerjasama menjadi inti pati untuk membolehkan para kontraktor pembinaan Melayu berterusan memiliki projek yang akhirnya pastilah, bukan sahaja dapat meneruskan perniagaan, malahan memastikan kewujudan mereka dalam industri ini. Wan Halim (1994) menjelaskan bahawa kerjasama adalah tindakan yang diambil oleh manusia demi menjadikan kehidupan mereka lebih bermakna dan seterusnya dapat memenuhi keperluan hidup bermasyarakat.

Kerjasama yang dijalinan oleh para kontraktor pembinaan kelas A Melayu ini demi kelangsungan hidup adalah tepat dan telah diperkatakan oleh ramai penyelidik dan sarjana yang mengkaji perihal perlakuan dan kehidupan manusia. Melalui desakan dan dorongan persekitaran, para kontraktor ini perlu bekerjasama. Jika tidak, segala apa yang diusahakan terkubur dan akhirnya menjadi mimpi ngeri dalam hidup mereka.

#### *Persaingan*

Menghadapi dan menangani persaingan memerlukan para kontraktor pembinaan Melayu ini bekerjasama. Lambak (2001) melalui kajiannya mendapati persaingan menyebabkan individu mula memikirkan bagaimana untuk bekerjasama kerana persaingan melampau dan tidak adil mendedahkan mereka kepada ketewasan atau kehancuran. Fenomena kerjasama yang berlaku demi menghadapi persaingan juga sejajar dengan pendapat Chen dan Tjosvold (2002). Berdasarkan

penyelidikan yang dilakukan mereka mendapati individu bekerjasama untuk membolehkan mereka menghadapi persaingan dalam urusan perniagaan yang diusahakan. Kerjasama demi menghadapi persaingan secara langsungnya mampu meningkatkan kualiti perkhidmatan mahupun barangan yang dikeluarkan. Ia turut menepati penyelidikan oleh Hubert (2002), iaitu demi menghadapi persaingan, individu memilih bekerjasama. Globerman (2001) juga menyatakan perkara yang serupa iaitu persaingan bakal mencetuskan kerjasama pada individu kerana individu meyakini hanya melalui kerjasama mereka boleh berhadapan dengan persaingan.

Kerjasama adalah jawapan kepada persoalan individu untuk menghadapi persaingan. Adalah mustahil individu mampu menghadapi persaingan secara bersendirian. Individu memerlukan kerjasama orang lain kerana tanpa kerjasama mereka akan tewas dan berkemungkinan akan meninggalkan bidang yang diusahakan. Kerjasama untuk menghadapi persaingan ini dikenali sebagai 'perkongsian pintar'. Individu bekerjasama dan seterusnya berkongsi sumber, kemahiran, kebolehan dan pengalaman untuk menghadapi persaingan.

Konsep kerjasama yang diguna pakai ialah walaupun menikmati keuntungan yang relatifnya lebih kecil. Ia adalah lebih baik daripada langsung gagal untuk bersaing dan akhirnya rugi. Tekanan persaingan menjadikan individu mencari ruang dan kesempatan untuk menjalin kerjasama dengan individu lain agar membolehkannya terus bersaing. Dalam erti kata lain, persaingan menjadi penyebab yang merangsang individu untuk bekerjasama.

### **MENYEMARAKKAN KERJASAMA**

Analisis dan interpretasi data yang dilakukan dalam penyelidikan ini turut menemukan elemen yang menyemarakkan kerjasama dalam dunia kontraktor pembinaan kelas A Melayu yang merangkumi aspek sama-sama faham, ikhlas, sama kebolehan dan pengalaman, dan hubungan baik.

#### *Sama-sama Faham*

Setiap individu apabila menjalin kerjasama mestilah mempunyai tahap pemahaman yang sama. Kegagalan individu memahami dan menghayati makna dan tuntutan pentingnya kerjasama, maka kerjasama yang diusahakan tidak mampu bertahan lama. Hal inipun

jika kerjasama telah dan sedia berlaku. Jika kerjasama belum termeterai, kerjasama sukar dilakukan. Baron (2001) tatkala membincangkan perkara ini secara jelas menukulkan bahawa persoalan kefahaman dan penghayatan individu tentang makna dan tuntutan kepada kerjasama mempengaruhi sama ada menjalinkan kerjasama atau sebaliknya. Beliau juga menyebut bahawa memiliki persefahaman yang serupa terhadap sesuatu perkara atau fenomena bukanlah satu perkara yang luar biasa dan bukan juga satu perkara yang biasa ditemui. Menurutnyanya lagi, jika individu dapat memahami dan menghayati sesuatu perkara dengan individu lain; dalam perspektif yang sama, dan diperkukuhkan dengan pengalaman yang hampir serupa, maka sesuatu tindakan secara bersama mudah dijalin. Persamaan ini membentuk persamaan pemikiran, tindakan dan hala tuju yang akhirnya menjadi sebahagian daripada identiti individu. Akhirnya, kerjasama mudah dijalin dan berterusan kekal serta berjaya.

Keadaan ini membentuk semangat kekitaan yang akhirnya jalinan yang dimeterai berkekalan dan mendatangkan manfaat. Bukanlah satu persoalan mudah untuk dijawab kenapa individu tidak cenderung bekerjasama apabila melaksanakan sesuatu tugas. Menurut mereka ini semuanya bergantung pada semangat dan keinginan dalaman individu. Sekiranya individu memahami matlamat dan tuntutan daripada kerjasama, maka mereka pastinya memilih jalan kerjasama untuk menayakan sesuatu program. Sekiranya ideologi individu adalah jelas dan faham tentang tuntutan dan makna kerjasama, kerjasama bukanlah satu perkara yang tidak boleh dijayakan dan bukan juga suatu *taboo* yang perlu dihindar.

#### *Ikhlas*

Orang Melayu perlu menjalin kerjasama secara ikhlas dan konkrit untuk memastikan mereka boleh berjaya dan cemerlang dalam keusahawanan yang dijalankan. Kenyataan ini sejajar dengan pendapat Asrul (2003) dan diperkukuhkan oleh Mustapa (2001). Menurut mereka, untuk memastikan bahawa orang Melayu mampu berjaya dengan lebih cemerlang dalam perniagaan ataupun keusahawanan yang diusahakan, mereka perlu bekerjasama secara konkrit. Hal ini membolehkan orang Melayu lebih berdaya saing dan seterusnya keluar dari kepompong pasaran yang terbatas hanya dalam lingkungan orang Melayu. Kerjasama

konkrit ini tidak boleh hanya dicipta sementara dan kemudiannya terkubur apabila sesuatu matlamat dicapai. Kerjasama ini perlulah berterusan dan diperkukuhkan dengan nilai keikhlasan yang unggul serta saling memahami tuntutan dan peranan kerjasama sebagai wadah memajukan ekonomi orang Melayu.

Shukor (2003), berlandaskan pengalamannya mendapati kurangnya atau tiadanya nilai ikhlas sesama usahawan Melayu apabila menjalinkan usaha sama perniagaan menjadi penyebab kenapa gagalnya kerjasama yang dibangunkan. Menurutnyanya lagi, apabila kerjasama perniagaan didasarkan kepada hanya untuk memenuhi sesuatu keperluan secara mendadak (*ad hoc*), pastilah keikhlasan kepada kerjasama itu tiada. Hal ini menjadikan kerjasama gagal bertahan lama dan akhirnya menguntungkan pihak lain terutama pesaing mereka. Kerjasama yang ikhlas menjadikan individu membina dan menanamkan sifat percaya kepada individu yang bekerjasama dengannya. Hal ini menjadikan kerjasama itu lebih utuh, mantap dan berkesan.

#### *Sama Kebolehan dan Pengalaman*

Kerjasama boleh menjadi lebih berjaya, mantap dan berkesan apabila individu yang bekerjasama mempunyai kebolehan yang sama serta diperkukuhkan lagi dengan pengalaman yang serupa. Fehr dan Schmidt (1999) mengakui hakikat ini. Menurut mereka apabila individu bertindak menjalinkan kerjasama dengan individu lain, ia pastinya memikirkan dan memastikan individu yang dijalin kerjasama itu mempunyai kebolehan dan pengalaman yang sama dengannya. Hal ini untuk mengelakkan kegagalan apabila kerjasama telah dijalin. Berlandaskan penyelidikan yang dibuat, mereka membuktikan bahawa apabila kerjasama dijalin tanpa individu memiliki kebolehan dan pengalaman yang sama, atau setidak-tidaknya hampir sama, kerjasama itu tidak boleh bertahan lama. Akhirnya kerjasama tersebut menjadi barah kepada kejayaan dan kemajuan sesuatu aktiviti yang dijalankan.

Apabila individu yang bekerjasama tidak memiliki kebolehan dan pengalaman yang sama dengan bidang yang berkaitan dengan kerjasama tersebut, banyak masalah akan timbul (Hoskins, 2002). Keadaan ini mengundang kepada konflik kepentingan dan akhirnya perbalahan berlaku. Hal ini menjadikan kerjasama bukanlah medan untuk meraih kejayaan, tetapi tempat mencari

musuh dan kemusnahan (Ortiz dan Johnson, 1996).

Adalah sesuatu yang tidak munasabah untuk individu menjalin kerjasama dengan individu lain yang tidak memiliki kebolehan dan pengalaman yang sama seperti yang ia miliki. Jika tindakan diambil menjalin kerjasama dengan individu yang tidak mempunyai kebolehan dan pengalaman yang serupa dengan apa yang dimiliki, maka individu tersebut mempercayai dan meyakini bahawa individu yang dijalin kerjasama itu mempunyai kemahiran dan kemampuan dalam aspek lain yang boleh menyokong aktiviti yang dijalankan. Sekiranya perkara ini tidak berlaku, kerjasama hanya akan menjadi medan tercetusnya konflik yang akhirnya akan menjadikan individu yang terlibat bermusuhan.

#### *Hubungan Baik*

Mempunyai hubungan yang baik menjadi sebahagian daripada kekuatan menjayakan kerjasama. Bagaimana seseorang individu ingin menjalin kerjasama jika beliau tidak mempunyai hubungan baik dengan individu yang beliau ingin bekerjasama?

Chin Yee Whah (2003) juga membuktikan pentingnya hubungan baik menjayakan kerjasama. Menurutnya jika tidak wujud hubungan baik, kesediaan individu untuk menjalin kerjasama sukar dilaksanakan. Goren dan Bornstern (2000) menjelaskan bahawa perlunya wujud sifat timbal balas antara individu yang melibatkan diri dalam kerjasama.

Pendapat Shukor (2003) bahawa pentingnya mempunyai dan membangunkan hubungan baik dengan orang lain untuk menjayakan kerjasama, menyokong temuan penyelidikan ini. Beliau mendapati jika tiadanya hubungan baik antara individu dan sesama individu, kerjasama sukar dilaksanakan. Sekalipun berlaku, kerjasama tersebut tidak utuh dan potensi kegagalan adalah besar.

Ghazali Shafie (1997) dan Syed Hussein Al Attas (1996) dalam tulisan mereka sememangnya menekankan bahawa orang Melayu perlulah mempunyai pertalian hubungan yang baik dan mesra sesama mereka. Jika ini berlaku, menurut mereka, apa sahaja pekerjaan yang ingin diusahakan akan berjaya dan mendatangkan manfaat yang besar kepada umat Melayu. Juga Syed Hussein Al Attas telah membuktikan bagaimana hubungan baik yang terjalin sesama umat Melayu di Nusantara pada kurun ke-15 dan 16 membolehkan kerjasama

perniagaan berlangsung dengan hebatnya dan orang Melayu menguasai ekonomi serantau, dan seterusnya menguasai jalan perdagangan antara Timur dan Barat. Malah menurut beliau lagi melalui hubungan baik ini, kerjasama bukan sekadar di bidang ekonomi, malahan mencakupi aspek politik, sosial dan keselamatan.

#### **BENTUK KERJASAMA**

Temuan penyelidikan ini juga mendapati berlakunya kerjasama yang menyeluruh oleh para kontraktor pembinaan Melayu ini dalam usaha memastikan setiap projek yang diperoleh dapat disiapkan dalam tempoh masa yang ditetapkan serta memenuhi piawaiannya.

#### *Menyeluruh*

Kerjasama yang berlaku adalah menyeluruh. Ia tidak berlaku secara terpilih, tetapi melibatkan semua pihak yang berkepentingan dalam sesuatu projek yang diusahakan.

Tjosvold, Moy dan Sasaki (1999) melalui penyelidikan mendapati individu bekerjasama dengan semua pihak atau individu yang dirasakan sesuai, selesa dan menggembirakan. Paling penting, menurut mereka, kerjasama tersebut membawa manfaat. Kerjasama yang dibentuk juga perlu menyeluruh seperti mana menurut Bengtsson dan Kock (1999) iaitu apabila kerjasama menyeluruh, individu akan berasa lebih selesa dan selamat malahan peluang mencapai kejayaan lebih besar. Matsah (2002), Shukor (2003), Ahmad Shafee (2003), dan Hong Liu (1999) juga menjelaskan pentingnya kerjasama secara menyeluruh untuk menjayakan sesuatu perancangan dan aktiviti. Menurut mereka, jika gagalnya kerjasama menyeluruh, terutamanya di sektor perniagaan, maka sesuatu aktiviti perniagaan tidak boleh berdaya maju dan berdaya saing.

Kerjasama menyeluruh berlaku disebabkan individu yang bekerjasama berkecenderungan membentuk kumpulan sendiri dan seterusnya membangunkan identiti kumpulan. Hal ini jelas menurut Dewittle dan De Cremer (2001), iaitu kerjasama wujud melalui kumpulan disebabkan individu berkeinginan untuk membentuk identifikasi kumpulan yang membolehkan mereka melaksanakan aktiviti dan kegiatan yang mendatangkan faedah dan akhirnya menjadikan kumpulan tersebut memiliki kekuatan dan dibanggakan. Kerjasama adalah tinggi bagi individu yang mempunyai tahap identifikasi

yang tinggi dengan kumpulan. Individu sebegini cenderung dan bersedia untuk menyumbang kepada kesejahteraan kumpulan. Ia secara tidak langsung turut membangunkan keinginan individu untuk berjaya dengan cemerlang.

Oleh itu, bentuk kerjasama yang diperlukan untuk merealisasikan kejayaan sebagai kontraktor pembinaan ialah berbentuk holistik. Bentuk holistik ini menjadikan kontraktor pembinaan bukan sahaja berpandangan makro, malahan secara langsung menitikberatkan kriteria kesempurnaan demi kepuasan pelanggan.

### RUMUSAN

Walaupun orang Melayu diakui sebagai pedagang yang hebat masa lampau, keadaan menjadi sebaliknya sekarang ini. Orang Melayu semakin gagal menempatkan diri dalam dunia perniagaan dan semakin terpinggir. Kenapakah fenomena ini berlaku?

Penyelidikan ini mendapati kerjasama yang telah mendarah dan mendaging serta menjadi sebahagian daripada resepi kejayaan dan permuafakatan diri orang Melayu telah hilang dan menjadi tandus dalam jiwanya. Hilangnya semangat kerjasama dalam diri orang Melayu menjadikan mereka etnik yang lemah dan sering ketinggalan.

Dunia keusahawanan dan perniagaan adalah dunia yang penuh dengan cabaran. Dunia ini memerlukan usaha tekal yang berterusan. Kemampuan untuk terus kekal, menyebabkan pada usahawan dan peniaga Melayu memerlukan sokongan, bantuan dan kerjasama semua pihak, sama ada individu, sekelompok individu, pembuat dasar, pentadbir dan penguasa.

Kerjasama perniagaan dan keusahawanan mempunyai pertalian yang signifikan dengan pembangunan sosial. Ia mampu menentukan kelangsungan hidup sesuatu etnik khususnya umat Melayu. Kerjasama dalam keusahawanan dan perniagaan tidak boleh hanya dilihat dalam skop yang kecil iaitu hanya bidang perniagaan semata-mata. Ia perlu dilihat dari sudut pandangan yang lebih luas dan pelbagai. Perlu juga difahami bagaimana sesuatu aktiviti yang dilakukan oleh individu mempunyai kaitan langsung dengan segala sistem yang ada di dunia. Oleh yang demikian, untuk membolehkan individu meneruskan kelangsungan usahanya, maka kerjasama perlu menjadi mekanisme utama. Malah, kerjasama itu perlu disulami dengan kesedaran, keikhlasan dan tanggungjawab.

Kerjasama sememangnya penting untuk menjadikan sesuatu usaha atau pekerjaan itu berjaya. Kejayaan daripada usaha tersebut mampu mengembirakan semua pihak. Sekiranya individu khususnya kontraktor pembinaan kelas A Melayu tidak bekerjasama, bagaimanakah mereka boleh membimbing dan membantu rakan kontraktor Melayu lain. Dalam konteks ekonomi, apabila penglibatan orang Melayu hanya dalam skala perniagaan yang kecil, sekiranya mereka tidak mempunyai keyakinan, kekuatan dan kesedaran untuk bekerjasama, bagaimanakah mereka boleh berjaya.

Globalisasi menyebabkan persaingan dalam dunia perniagaan menjadi semakin sengit. Syarikat-syarikat mega terutamanya dari rantau Barat dengan mudahnya, atas nama globalisasi boleh memasuki pasaran sesebuah negara dan seterusnya memonopoli pasaran. Dengan bersandarkan keupayaan modal yang besar, pastilah syarikat mega ini berupaya menawarkan barangan dan perkhidmatan dengan lebih murah dan banyak. Hal ini secara tidak langsung akan menenggelamkan syarikat-syarikat kecil terutamanya syarikat milik orang Melayu. Sekiranya para peniaga Melayu tidak bekerjasama, bagaimanakah mereka boleh menghadapi keadaan ini.

Penyelidikan ini membuktikan bahawa kerjasama sesama peniaga atau usahawan Melayu bukanlah isu remeh. Ia melibatkan aspek ketuanan dan kelangsungan masa depan anak bangsa. Kerjasama perlu menjadi inti pati pada diri peniaga Melayu supaya mereka boleh bersaing dan membentuk jaringan perniagaan sendiri. Ia perlu dilaksanakan dengan segera tanpa sebarang arahan melainkan melalui kesedaran dan tanggungjawab. Penyelidikan ini turut membuktikan yang kerjasama perniagaan bukanlah persoalan remeh. Ia adalah persoalan keselamatan negara dan bangsa. Oleh itu, kerjasama adalah elemen positif untuk menjayakan perniagaan.

Oleh yang demikian, penyelidikan ini merumuskan bahawa kerjasama dalam perniagaan cukup penting untuk pembentukan kelompok usahawan Melayu yang bukan sahaja berdaya saing, malah berupaya menjadi mentor dan membimbing kepada ramai lagi orang Melayu melibatkan diri dalam perniagaan. Ekoran itu, pemilikan dan penguasaan ekonomi antara etnik di Malaysia menjadi lebih seimbang dan seterusnya mengelakkan salah faham, monopoli, prasangka dan iri hati.



Setiap individu perlu memiliki perasaan tanggungjawab untuk menjalin dan mengukuhkan kerjasama. Kerjasama perlu dijalinan dengan sesiapa sahaja tanpa mengira warna kulit dan latar belakang. Kesedaran dan pemahaman tentang makna serta pentingnya kerjasama dalam menyempurnakan sesuatu usaha dan kehidupan, menjadikan kehidupan individu lebih bahagia. Kerjasama akan membentuk satu rupa masyarakat yang harmoni, sejahtera dan aman. Kerjasama sebagai pemangkin untuk pembentukan kesejahteraan, kesepaduan dan keharmonian sesama insan, penting sebagai alat perpaduan, kesejahteraan dan keharmonian dalam sesebuah masyarakat.

Kerjasama walau disebut dengan istilah apa sekalipun; usaha sama, perkongsian, pemilikan bersama, memerlukan lebih daripada sekadar pemahaman semata-mata untuk merealisasikannya. Kerjasama dalam erti kata sebenar tidak membawa sebarang impak dan manfaat jika hanya difahami dan dituturkan tanpa dicernakan dalam perlakuan dan tindakan. Tindakan konkrit dan berkesan perlu dilakukan untuk merealisasikannya. Ideologi, kepercayaan dan nilai yang dipegang oleh seseorang individu mampu menjadi penghalang wujudnya kerjasama berkesan dalam hubungan individu. Pegangan ideologi, nilai dan kepercayaan tidak sepatutnya menjadi penghalang untuk mencernakan kerjasama dalam kehidupan seharian.

Apabila kerjasama tidak menjadi pemangkin kepada kesepaduan, keharmonian, kesejahteraan dan keamanan, apakah ada pendekatan lain yang lebih sesuai. Apabila konflik menjadi medan untuk individu menonjolkan kekuatan dan kekuasaan dan mereka melampiaskan perasaan marah, dendam, prasangka dan pelbagai persepsi negatif; bagaimanakah manusia boleh menjalani kehidupan yang selesa. Demi menangani konflik yang selalunya berpunca daripada ketidakseimbangan pengagihan ekonomi dan sumber-sumbernya, kerjasama di bidang ekonomi boleh menjadi senjata ampuh untuk menguruskan konflik.

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## **Faktor Kejayaan dan Kegagalan Projek ICT di Luar Bandar**

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### **ABSTRAK**

Kejayaan dan kegagalan projek ICT bergantung pada bagaimana agensi berkenaan menyusun strategi bagi menarik masyarakat tempatan menggunakan kemudahan yang disediakan. Artikel ini bertujuan untuk mengenal pasti faktor yang menyumbang ke arah kejayaan dan kegagalan projek ICT luar bandar. Kajian ini adalah berdasarkan kepada Model Penerimaan Teknologi. Responden kajian ini melibatkan 60 penyelia, 1250 peserta dan 716 bukan peserta projek ICT luar bandar yang ditemu bual untuk mendapatkan data. Kajian mendapati bahawa dalam kalangan penyelia, perkakasan adalah penting untuk kejayaan projek ICT luar bandar diikuti dengan pengurusan, kewangan dan perkhidmatan sokongan. Akan tetapi, dalam kalangan peserta projek, pengurusan merupakan faktor penting kejayaan projek ICT luar bandar, diikuti dengan perkakasan, kewangan dan program. Berkaitan dengan faktor yang menyumbang kepada kegagalan projek, penyelia menyatakan bahawa perkakasan sebagai faktor penting diikuti dengan kewangan, pengurusan dan khidmat sokongan. Bagi pihak peserta pula, kajian mendapati bahawa kewangan merupakan faktor penting diikuti dengan perkakasan, pengurusan dan khidmat sokongan. Oleh yang demikian, bolehlah dikatakan bahawa tidak terdapat perbezaan yang ketara di antara penyelia dan peserta berkaitan dengan faktor yang menyumbang kepada kejayaan dan kegagalan projek ICT luar bandar.

### **ABSTRACT**

The success and failure of ICT projects depends on how the relevant agency set the strategy to attract the local community to use the facility. The purpose of this paper is to identify factors that contributing to the success and failure of such project. This research is based on Technology Acceptance Model. The study involved 60 supervisors, 1250 participants and 716 non-participant of the rural ICT projects were interviewed to get their information regarding the issue. It was found that among the supervisors, they said that equipment is crucial for the success of rural ICT projects, followed by management, finance and support services. However, among the project participants, they mentioned that management as the important factor for the success of rural ICT projects, followed by equipment, finance and programs. With regard to factors that may lead to project failure, the supervisors identified equipment as the major factor, followed by finance, management and support services. Nevertheless, the project participants said that finance as an important factor to the failure of rural ICT projects, followed by equipment, management and support services. Thus, it can be said that there are not much different among the supervisors and the project participants in relation to the factors that contribute to the success or failure of rural ICT projects.

**Kata kunci:** Projek ICT, pembangunan luar bandar, impak ICT, faktor kejayaan, masyarakat berpengetahuan

## PENGENALAN

Langkah kerajaan untuk menggalakkan masyarakat mengguna dan memperluaskan penggunaan teknologi di dalam kehidupan seharian mereka adalah salah satu agenda dalam Rancangan Malaysia Kelapan dalam usaha untuk merapatkan jurang digital (Malaysia, 2006). Dalam tempoh Rancangan Malaysia Kesembilan, usaha gigih diambil untuk menyediakan landasan yang lebih kukuh bagi membolehkan negara beralih ke arah ekonomi berasaskan pengetahuan. Selaras dengan itu, beberapa usaha sedang dan telah dijalankan untuk menyediakan masyarakat Malaysia ke arah k-masyarakat. Keutamaan diberikan kepada usaha peluasan infrastruktur di kawasan luar bandar dan terpencil bagi meluaskan kebolehcapaian infrastruktur komunikasi (Malaysia, 2006). Antaranya adalah dengan mengadakan beberapa aktiviti di dalam sesuatu projek ICT. Beberapa projek ICT di luar bandar telah diperkenalkan oleh agensi-agensi tertentu seperti Medan Info Desa di bawah Kementerian Pembangunan Luar Bandar (KPLB), Komuniti IT Selangor (KITS) di bawah kerajaan negeri Selangor, E-Masjid Melaka, projek IT Ketengah dan sebagainya. Malah pihak National Information Technology Council (NITC) telah melancarkan geran Demonstrator Application Grant Scheme (DAGS) pada tahun 1998 untuk membolehkan pihak yang berminat melaksanakan projek ICT di bawah kategori *socio-digital inclusion initiatives* (NITC, 2001). Projek ini bukan sahaja dapat membantu mengembangkan penggunaan ICT di luar bandar, bahkan dapat memberi pendedahan ICT kepada masyarakat luar bandar di samping memupuk minat dalam kalangan komuniti dalam penggunaan ICT dalam kehidupan seharian.

Antara langkah yang diambil oleh kerajaan untuk merapatkan jurang digital dalam kalangan masyarakat luar bandar ialah penubuhan 217 telecentre di bawah program Tabung Pemberian Perkhidmatan Sejangat (USP) dan beberapa projek yang dibiayai oleh kerajaan. Telecentre tersebut terdiri daripada 42 Pusat Internet Desa, 39 Medan InfoDesa, 58 Pusat Akses Komuniti dan 78 Kelas Literasi Komputer yang ditubuhkan bagi meningkatkan pendidikan komputer dan mengupayakan komuniti luar bandar mendapat akses dan menggunakan maklumat bagi meningkatkan taraf sosial dan ekonomi mereka (Azizah Hamzah, 2002; Malaysia 2006;). Telecentre ini kemudiannya dinaik taraf kepada Pusat K-Komuniti yang menyediakan pelbagai maklumat sosial dan ekonomi kepada

komuniti. Telecentre dijadikan pusat sehati yang merangkumi capaian kepada aplikasi Kerajaan Elektronik, e-Pembelajaran dan sebagai tempat pertukaran sumber maklumat. Bagi memenuhi keperluan daerah dan mukim yang terpencil dan mempunyai penduduk yang sedikit, telecentre bersaiz kecil diperkenalkan melalui program USP. Jelaslah bahawa pelbagai usaha telah dijalankan oleh pihak kerajaan bagi merapatkan jurang digital di kawasan luar bandar.

Namun demikian, kejayaan dan kegagalan sesuatu projek ICT itu bergantung pada bagaimana pihak agensi tersebut menyusun strategi dalam menarik perhatian pengguna menggunakan ICT di tempat mereka. Kajian yang dijalankan oleh Mokhtarrudin Ahmad (2002) terhadap projek ICT dan komuniti di Kampung Bayangan, Keningau, Sabah mendapati bahawa projek ICT di kampung tersebut dianggap berjaya. Hal ini adalah kerana kadar literasi ICT di kampung tersebut adalah antara yang tertinggi dalam kalangan lain-lain kampung di Sabah, iaitu hampir 70% daripada jumlah keseluruhan penduduk di Kampung Bayangan setelah mengikuti program ICT daripada projek ICT Medan Infor Desa (MID) yang juga dikenali sebagai MID E-Bayangan. Kadar pemilikan komputer juga tinggi hampir 50% daripada keseluruhan rumah. Menurut Mokhtarrudin lagi, beberapa pendekatan yang digunakan oleh penyelia projek ICT dalam memperkenalkan komputer kepada orang ramai melalui mengadakan beberapa program seperti siri kursus Literasi Komputer Desa, pakej berkumpulan kelas komputer, pakej bimbingan komputer pelajar lepasan peperiksaan mengikut kategori amat berkesan. Latihan asas diberikan pada awalnya seperti pengenalan kepada komputer, membiasakan mereka untuk menggerakkan tetikus (mouse) dapat memberi keyakinan kepada mereka tentang komputer. Bagi pengguna muda pula (prasekolah dan sekolah rendah), pendedahan kepada perisian permainan yang boleh dihubungkan melalui internet, melayari laman web dan menggunakan *chatting* berjaya menarik perhatian mereka untuk terus menggunakan teknologi ini. Pendekatan ini selaras dengan perkembangan bahawa teknologi dipengaruhi oleh nilai-nilai dalam diri manusia dalam posisi untuk menyesuaikan diri dengan perubahan. Ekoran daripada ini, ia mendorong masyarakat tersebut untuk memiliki komputer.

Kajian yang dilakukan oleh Bala (2002) terhadap projek E-Bario, Sarawak pula mendapati

bahawa pelbagai cabaran yang dihadapi oleh sesebuah agensi dalam membangunkan projek ICT di Bario. Bario, Sarawak merupakan sebuah kawasan luar bandar yang terletak agak jauh terpencil di kawasan pendalaman dan masih mundur dari segi kemudahan asas. Projek e-Bario merupakan satu projek perintis yang dilahirkan untuk kemudahan penduduk tersebut mudah dihubungi dan berkomunikasi dengan kawasan di luar. Bagi penduduk-penduduk di Bario, kebolehan untuk berhubung dengan ahli-ahli keluarga, sahabat handai dan rakan sejawat di luar Bario merupakan satu keperluan asas. Menurut Bala lagi, dalam melaksanakan projek ICT di Bario ini bukanlah suatu yang mudah dan ia menghadapi pelbagai cabaran. Antara cabaran yang dihadapi ialah kemudahan prasarana telekomunikasi yang kurang disediakan, kurang mendapat sumber bekalan elektrik yang berpanjangan dan masalah teknikal. Cabaran-cabaran ini perlulah ditangani dengan sewajarnya dalam usaha menggalakkan penduduk Bario melibatkan diri dalam projek e-Bario.

Kajian yang dilakukan oleh Postill (2008) terhadap projek ICT di Subang Jaya mendapati bahawa projek ini dianggap sebagai berjaya kerana penggunaan internet telah dijadikan sebagai kemudahan komunikasi harian penduduk setempat di kawasan tersebut. Penggunaan internet e-komuniti Subang Jaya-USJ, Selangor telah membawa kepada satu bentuk perhubungan komuniti baru iaitu dari 'komuniti sosial' kepada 'komuniti jaringan'. Jika dahulunya perhubungan komuniti sosial lebih tertumpu kepada perjumpaan secara fizikal, kini dengan kemudahan yang disediakan dalam e-komuniti Subang Jaya-USJ, perjumpaan lebih banyak dilakukan dalam jaringan yang mewujudkan satu komuniti baru, yang dengan kaedah ini ia berjaya mengendalikan beberapa aktiviti setempat dan juga menangani beberapa masalah setempat.

Menurut Pigg (2001), tujuan pembinaan jaringan komuniti ini memfokuskan kepada tiga matlamat iaitu menghimpunkan maklumat tempatan dan meningkatkan pengaksesan penduduk, menjamin penduduk boleh menggunakan internet, dan keprihatinan dalam pembinaan komuniti di kawasan mereka. Tambahnya lagi, faktor penyediaan kemudahan peralatan teknologi memainkan peranan penting dalam memastikan kejayaan sesuatu projek. Kemudahan peralatan yang dimaksudkan ini termasuklah perkakasan (hardware) yang

merangkumi teknologi komputer, talian, modem, *server*, *router* dan lain-lain barangan keperluan sesuatu komputer tersebut. Penyediaan peralatan ini bukan sahaja memberi kemudahan serta keselesaan kepada pengguna untuk menggunakan teknologi tersebut malah dapat mendorong pengguna untuk membina rangkaian komuniti mereka di alam siber. Hal ini secara tidak langsung akan menggalakkan pengguna menyokong sesuatu projek ICT itu melalui penglibatan mereka sebagai peserta di dalam projek ICT tersebut.

David (2003) mendapati bahawa faktor pengurusan dan sokongan memainkan peranan penting di dalam menentukan kejayaan atau kegagalan sesuatu projek ICT. Kajiannya terhadap projek ICT pendidikan jarak jauh di selatan United Kingdom mendapati bahawa punca kegagalan projek tersebut adalah kerana faktor pengurusan yang tidak cekap di samping kurang mendapat bantuan pegawai sokongan ekor daripada kegagalan komunikasi. Persoalannya adalah apakah faktor-faktor kejayaan atau kegagalan sesuatu projek ICT di kawasan luar bandar di negara ini pula? Oleh yang demikian, tujuan perbincangan ini adalah untuk mengenal pasti faktor-faktor kejayaan dan kegagalan projek ICT luar bandar.

Kajian ini adalah berdasarkan kepada model penerimaan teknologi (Technology acceptance model) yang telah dikemukakan oleh Davis dan Bagozzi (Davis, 1989; Bagozzi, 2007). Model Penerimaan Teknologi ini adalah lanjutan dari Teori of Reasoned Action yang telah dikemukakan oleh Ajzen dan Fishbein. Model Penerimaan Teknologi ini melihat dari segi ukuran sikap dengan dua sebab mengapa sesuatu teknologi diterima oleh seseorang atau sesebuah kumpulan masyarakat. Di dalam teori ini seterusnya telah menggariskan dua sebab mengapa sesuatu teknologi akan diterima oleh orang lain iaitu; (i) ia mudah digunakan, dan (ii) ia sangat penting dan berguna. Alasan pertama membawa maksud bahawa sesuatu teknologi itu akan diterima apabila mudah digunakan. Ia bolehlah diaplikasikan kepada semua jenis teknologi dalam semua bidang meskipun teori ini pada asalnya dirujuk kepada penggunaan teknologi maklumat. Ia sangat tepat bagi penerimaan teknologi komunikasi yang dibincangkan dalam kajian ini. Siti Zobidah Omar dan Mariah Muda (2004) dalam kajiannya terhadap penggunaan ICT dalam kalangan remaja telah menggunakan Model Penerimaan Teknologi ini dan menambah

dua sebab pengguna menggunakan sesuatu teknologi tersebut iaitu kerana kosnya munasabah dan dapat memenuhi keperluan fizikal, emosi dan intelektual pengguna. Dalam konteks kajian ini, kejayaan dan kegagalan sesuatu projek ICT tersebut boleh dilihat dari segi beberapa faktor dan berlandaskan kepada teori tersebut.

### **METODOLOGI KAJIAN**

Kajian ini menggunakan kaedah tinjauan, dengan menggunakan borang temu bual untuk mengumpul data daripada responden yang terdiri daripada penyelia, peserta dan bukan peserta projek ICT. Tinjauan telah dijalankan di seluruh negara mengikut zon yang telah ditetapkan. Zon-zon berkenaan ialah Zon Utara (Perlis, Kedah dan Pulau Pinang), Zon Tengah (Perak, Selangor dan Wilayah Persekutuan Kuala Lumpur), Zon Selatan (Melaka, Negeri Sembilan dan Johor), Zon Timur (Kelantan, Terengganu dan Pahang), Sabah dan Sarawak. Bagi setiap negeri dalam zon berkenaan, sejumlah tiga projek ICT telah dipilih secara rawak daripada senarai projek ICT yang mempunyai kriteria yang ditetapkan yang diperolehi daripada agensi. Projek-projek ICT yang dipilih mesti memenuhi kriteria yang ditetapkan dalam kajian ini iaitu telah beroperasi selama satu tahun atau lebih, boleh diakses oleh orang ramai, mengaplikasikan komputer berinternet atau tidak, mempunyai peserta dan di bawah seliaan sekurang-kurangnya seorang penyelia. Agensi tersebut adalah Kementerian Penerangan, Kementerian Pembangunan Luar Bandar, Kementerian Teknologi, Komunikasi dan Multimedia, Pusat Komuniti IT, INFRA dan badan bukan kerajaan (NGO). Sejumlah 51 projek ICT telah dipilih untuk menjadi fokus kajian. Responden kajian adalah terdiri daripada penyelia yang terlibat secara langsung dengan projek ICT, peserta yang pernah menyertainya dan juga penduduk tempatan yang tidak pernah mengikutinya. Bagi setiap projek ICT yang terpilih seramai 25 peserta dan 15 bukan peserta telah dipilih secara kuota sebagai responden, manakala penyelia projek terdiri daripada semua penyelia yang menyelia 51 projek berkenaan. Taburan responden adalah 60 penyelia, 1250 peserta dan bukan peserta seramai 716.

Angkubah utama dalam kajian ini adalah faktor-faktor kejayaan dan kegagalan projek ICT di luar bandar dari perspektif penyelia dan peserta. Soalan yang dikemukakan adalah berbentuk

senarai perkara yang boleh menyumbang kepada kejayaan atau kegagalan projek ICT dan responden diminta memberi tiga faktor utama daripada senarai tersebut yang pada pendapat mereka menyebabkan sesuatu projek itu berjaya atau gagal. Selain itu, untuk mengukur sikap terhadap komputer pula sebanyak 15 kenyataan disenaraikan dan responden diminta memberi persetujuan mereka terhadap kenyataan berkenaan dengan memilih nombor 1 untuk tidak setuju hingga 5 untuk sangat setuju. Contoh kenyataan yang diguna ialah "Saya dapat menjimatkan masa dengan mengguna komputer"; "Komputer memberi saya lebih pilihan cara mendapatkan maklumat"; "Saya rasa seronok mengguna komputer untuk membuat kerja." Prauji telah dijalankan di MID e-Gulang, Tanjong Karang, Kampung Raja Musa, Selangor dan Kampung Belimbing Dalam, Melaka, untuk mengenal pasti kesesuaian borang soal selidik dan kefahaman responden terhadap soalan. Seramai 10 peserta bagi setiap projek berkenaan dipilih sebagai responden untuk prauji. Hasil prauji mendapati nilai alpha Cronbach untuk sikap terhadap komputer adalah 0.71 manakala nilai alpha Cronbach bagi data sebenar ialah 0.74.

Pengumpulan data telah dilakukan oleh 33 enumerator yang dilantik mengikut zon pada bulan April dan Mei 2003. Temu bual secara bersemuka dengan menggunakan borang temu bual telah dilaksanakan dengan pemantauan oleh kumpulan penyelidik. Data yang diperolehi daripada responden dianalisis menggunakan perisian Statistical Package for the Social Science 11.0 (SPSS 11.0) dengan menumpukan kepada statistik deskriptif seperti kekerapan, peratusan, purata dan sisihan piawai.

### **HASIL KAJIAN**

Untuk mengetahui kejayaan atau kegagalan sesuatu projek ICT di luar bandar, seseorang perlulah mengetahui puncanya. Kejayaan atau kegagalan sesuatu projek ICT berkenaan tidak berlaku kerana satu faktor sahaja. Bagi kajian yang telah dijalankan ini, faktor-faktor kejayaan atau kegagalan sesuatu projek ICT dilihat dari tiga sudut iaitu dari perspektif penyelia, peserta dan bukan peserta.

#### *Penyelia*

Didapati hampir tiga perempat (71%) daripada penyelia yang ditemu bual menekankan bahawa

aspek peralatan memainkan peranan penting dalam membuatkan program dan projek ICT itu berjaya (Jadual 1). Hal ini diikuti dengan aspek pengurusan (65%) dan aspek kewangan (53%). Kejayaan projek ICT di luar bandar ini juga tidak lengkap tanpa mendapat bantuan daripada kakitangan sokongan. Dalam perkara ini, 41% penyelia menyatakan faktor sokongan memainkan peranan penting dalam menentukan kejayaan projek ICT di luar bandar. Faktor tersebut melibatkan sokongan daripada wakil rakyat, aktivis masyarakat, individu terpelajar dan golongan profesional yang tahu kepentingan dan keperluan projek ICT di luar bandar. Lain-lain aspek adalah seperti program-program yang disediakan (34%) dan juga promosi (31%). Walau bagaimanapun, kajian ini merumuskan bahawa aspek lokasi (20%) adalah aspek yang kurang diberi keutamaan dalam menentukan kejayaan sesuatu projek ICT di luar bandar.

JADUAL 1

Faktor-faktor kejayaan projek ICT di luar bandar dari perspektif penyelia (N=60)

	Kekerapan	Peratus
Peralatan	42	71.2
Pengurusan	38	64.4
Kewangan	31	52.5
Sokongan	24	40.7
Program	20	33.9
Promosi	18	30.5
Lokasi	12	20.3

Peratus tidak boleh dicampur kerana jawapan melebihi satu.

Sebanyak 66% responden melaporkan bahawa faktor yang menyumbang kepada kegagalan sesuatu projek ICT di luar bandar ialah aspek peralatan (Jadual 2). Faktor kewangan dan pengurusan juga memainkan peranan penting dalam menentukan kegagalan sesebuah projek ICT di luar bandar. Lebih separuh daripada penyelia mengatakan bahawa faktor kewangan (64%) dan faktor pengurusan (60%) memainkan peranan penting dalam menentukan kegagalan sesebuah projek ICT. Hampir separuh mengatakan bahawa faktor kekurangan sokongan (42%) dan promosi (40%) juga membawa kepada berlakunya kegagalan projek ICT di luar bandar.

JADUAL 2

Faktor-faktor kegagalan projek ICT di luar bandar dari perspektif penyelia (N=60)

	Kekerapan	Peratus
Peralatan	39	66.1
Kewangan	38	64.4
Pengurusan	33	55.9
Sokongan	25	42.4
Promosi	24	40.7
Lokasi	12	20.3
Program	6	10.2

Peratus tidak boleh dicampur kerana jawapan melebihi satu.

Kejayaan atau kegagalan sesebuah projek ICT di luar bandar ini juga bergantung pada strategi yang digunakan oleh penyelia projek untuk menarik perhatian penduduk tempatan supaya menyertai sesuatu projek ICT. Hasil kajian mendapati bahawa lebih separuh (53%) penyelia projek telah menggunakan kaedah memberi taklimat di balai raya kepada penduduk sekitar projek ICT untuk menarik perhatian penduduk tempatan untuk menyertai projek ICT di tempat mereka (Jadual 3). Hal ini diikuti pula dengan kaedah mempromosikan projek ICT melalui sekolah (51%) dan melalui kain rentang (51%). Selain itu, kaedah mempromosikan projek ICT melalui edaran risalah (48%) juga dibuat. Mempromosikan projek ICT melalui persatuan-persatuan (37%) dan rumah-rumah ibadat (23%) turut juga dilakukan. Walau bagaimanapun, kajian ini mendapati bahawa strategi mempromosikan projek ICT melalui persatuan belia (2%) dan juga menggunakan media massa seperti melalui radio (9%), surat khabar (4%) dan televisyen (2%) kurang dilakukan. Hal ini adalah disebabkan melibatkan kos yang tinggi dalam mempromosikan projek ICT melalui media massa.

#### *Peserta*

Sementara daripada perspektif peserta pula, hasil kajian mendapati bahawa kebanyakan responden (67%) menekankan aspek pengurusan sebagai ukuran utama di atas kejayaan sesebuah projek ICT. Hal ini diikuti pula dengan aspek peralatan (55%) dan aspek kewangan (52%) yang memainkan peranan penting dalam menentukan kejayaan sesebuah projek ICT tersebut (Jadual 4).



JADUAL 3

Strategi yang digunakan untuk menarik perhatian penduduk tempatan supaya menyertai projek ICT dari perspektif penyelia (N=60)

Strategi untuk Menarik Perhatian	Kekerapan	Peratus
Memberi taklimat di balai raya kepada penduduk sekitar projek ICT ini.	30	52.6
Mempromosi projek ICT melalui sekolah	29	50.9
Mempromosi projek ICT melalui kain rentang	29	50.9
Mempromosi projek ICT melalui edaran risalah	27	47.4
Mempromosi projek ICT melalui persatuan	21	36.8
Mempromosi projek ICT melalui rumah ibadat	13	22.8
Mempromosi projek ICT melalui papan iklan	11	19.3
Mempromosi projek ICT melalui laman web	4	7.0
Mempromosi projek ICT melalui radio	5	8.8
Mempromosi projek ICT melalui borang	3	5.3
Mempromosi projek ICT melalui surat khabar	2	3.5
Mempromosi projek ICT melalui televisyen	1	1.8
Mempromosi projek ICT melalui aktiviti belia	1	1.8

Peratus tidak boleh dicampur kerana jawapan melebihi satu.

JADUAL 4

Faktor kejayaan projek ICT di luar bandar dari perspektif peserta (N=1250)

	Kekerapan	Peratus
Pengurusan	821	66.5
Peralatan	671	54.4
Kewangan	633	51.3
Program	562	45.5
Sokongan	447	36.2
Promosi	335	27.1
Lokasi	298	24.1

Peratus tidak boleh dicampur kerana jawapan melebihi satu.

Bentuk-bentuk program seperti kursus perisian komputer (pemprosesan perkataan dan power point) yang ditawarkan kepada peserta turut juga menyumbang kepada kejayaan sesebuah projek ICT tersebut. Hampir separuh peserta (45%) bersetuju mengatakan bahawa program yang disusun dan ditawarkan kepada mereka mempengaruhi mereka untuk menyertai projek ICT ini. Hal ini diikuti pula dengan adanya bantuan kakitangan sokongan (37%) yang menjayakan projek ICT. Walau bagaimanapun, kajian ini mendapati bahawa aspek promosi (27%)

dan lokasi (24%) adalah aspek yang kurang diberi keutamaan oleh peserta dalam menentukan kejayaan sesuatu projek ICT di luar bandar ini. Peserta kurang menghiraukan sama ada promosi dilakukan dengan hebat atau tidak, mereka tetap melibatkan diri dalam projek ICT di luar bandar. Lokasi juga tidak menentukan kejayaan projek berkenaan kerana secara umum lokasi projek ICT yang dikaji tidak menjadi halangan kepada peserta untuk menghadirkan diri dalam aktiviti yang dijalankan.

Sementara faktor yang membuatkan sesuatu projek ICT di luar bandar itu gagal dari perspektif peserta pula mendapati bahawa aspek kewangan (65%) merupakan faktor utama (Jadual 5). Selain itu, lebih separuh peserta mengatakan bahawa aspek peralatan (55%) dan pengurusan (54%) juga menyebabkan berlakunya kegagalan projek ICT di luar bandar tersebut. Faktor sokongan (37%) seperti bantuan daripada wakil rakyat dan aktivis masyarakat dan juga lokasi (32%) tidak dikatakan sebagai faktor pertama kepada kegagalan sesebuah projek ICT. Peserta juga berpendapat bahawa faktor program yang disediakan (26%) seperti perisian komputer untuk golongan khusus merupakan faktor terakhir yang menyumbang kepada kegagalan projek ICT di luar bandar.

JADUAL 5  
Faktor kegagalan projek ICT luar bandar  
dari perspektif peserta (N=1250)

	Kekerapan	Peratus
Kewangan	794	64.7
Peralatan	674	54.9
Pengurusan	653	53.2
Sokongan	452	36.8
Lokasi	393	32.0
Promosi	371	30.2
Program	321	26.1

Peratus tidak boleh dicampur kerana jawapan melebihi satu.

Ditanya tentang sumber maklumat projek ICT, responden mengatakan bahawa mereka mendapat maklumat tersebut daripada rakan-rakan (54%) (Jadual 6). Hal ini diikuti dengan ahli keluarga mereka (29%) dan jiran (22%). Jelas di sini bahawa komunikasi interpersonal memainkan peranan penting di dalam penyebaran sesuatu

maklumat sebagai contohnya dalam penyebaran maklumat projek ICT di luar bandar ini. Kajian juga mendapati bahawa responden peserta kurang mendapat maklumat tentang projek ICT daripada ketua kampung (1%) dan AJK pusat ICT (0.5%).

Berhubung sikap peserta terhadap komputer pula, kebanyakan peserta menunjukkan sikap yang positif terhadap penggunaan komputer. Hasil kajian mendapati bahawa majoriti peserta bersetuju (81%) mengatakan bahawa menggunakan komputer dapat membuka ruang kepada mereka untuk mempelajari banyak perkara baru (Jadual 7). Selain itu, penggunaan komputer dapat mempercepatkan mereka mendapat maklumat (79%). Sementara hampir 75% peserta pula mengatakan bahawa mereka mempunyai lebih peluang untuk mendapat kerja jika mahir menggunakan komputer. Secara keseluruhannya kajian mendapati bahawa hanya sedikit peserta yang menunjukkan sikap yang negatif terhadap komputer iaitu hampir 13% yang mengatakan bahawa penggunaan komputer menyukarkan

JADUAL 6  
Sumber responden mendapatkan maklumat N=1250)

	Kekerapan	Peratus
Rakan-rakan	654	53.5
Ahli keluarga	345	28.3
Jiran	263	21.5
Kain rentang	209	17.1
Taklimat di balai raya	202	16.5
Risalah	193	15.8
Taklimat di sekolah	178	14.6
Taklimat melalui persatuan	170	13.9
Surat khabar	162	13.3
Pejabat Kemas	145	12.4
Televisyen	138	11.3
Radio	103	8.4
Papan iklan	89	7.3
Majalah	79	6.5
Laman web	70	5.7
Agensi kerajaan	34	3.2
Masjid/surau	33	3.0
Ketua kampung	9	0.9
Ajk pusat ICT	2	0.4

Peratus tidak boleh dicampur kerana jawapan melebihi satu.

mereka untuk mengurus maklumat dan hanya 10% peserta yang mengatakan komputer tidak membantu mereka dalam menyelaraskan kerja-kerja mereka. Sebaliknya mereka mempunyai sikap yang positif dalam penggunaan komputer melalui projek ICT ini kerana mendapat ruang mempelajari banyak perkara baru (58% sangat setuju), cepat mendapat maklumat (52% sangat setuju) dan berpeluang mendapat pekerjaan jika mahir guna komputer (51% sangat setuju).

Menyentuh yuran keahlian, hasil kajian mendapati bahawa separuh responden peserta (50%) mengatakan bahawa mereka dikenakan yuran keahlian bagi mengikuti projek ICT di luar bandar tersebut (Jadual 8). Daripada ini, kebanyakan responden peserta dikenakan bayaran untuk menyertai aktiviti yang diadakan. Hampir separuh (41%) responden peserta mengatakan bahawa mereka dikenakan bayaran untuk menyertai aktiviti yang dijalankan. Tujuan yuran dikenakan adalah untuk mengendalikan aktiviti khusus yang memerlukan kos tinggi seperti kursus pengendalian komputer dan kursus pembaik pulih komputer mengikut keperluan atau permintaan peserta projek ICT.

Berhubung yuran keahlian yang dikenakan terhadap peserta pula, hasil kajian mendapati bahawa satu perlima responden (20%) mengatakan bahawa mereka membayar yuran keahlian kurang daripada RM10.00 untuk menyertai projek ICT luar bandar ini (Jadual 9). Sementara segelintir responden sahaja (3%) yang membayar yuran kurang daripada RM20.00. Walau bagaimanapun, hampir separuh (47%) daripada responden peserta mengatakan bahawa mereka membayar yuran keahlian lebih daripada RM100.00. Yuran keahlian yang dikenakan ini adalah berdasarkan kepada program ICT berbentuk pakej yang disediakan untuk para responden. Contoh program berbentuk pakej yang dikenakan yuran adalah kursus komputer dengan perisian asas (Microsoft Office, Excel, Power Point) mengikut keperluan golongan sasar.

#### *Bukan Peserta*

Kajian terhadap bukan peserta pula, mendapati bahawa kurang separuh (41%) responden mengetahui tentang projek ICT di tempat mereka (Jadual 10). Sementara itu pula lebih separuh (59%) daripada responden tidak mengetahui tentang projek ICT yang diadakan di tempat mereka.

Bagi mereka yang mengetahui kewujudan projek ICT di tempat mereka mengatakan bahawa punca utama kenapa mereka tidak menyertai projek berkenaan adalah kerana faktor masa (69%) (Jadual 11). Hampir 32% responden pula mengatakan bahawa aktiviti-aktiviti yang dijalankan dalam projek ICT tersebut tidak sesuai dengan keperluan mereka, sementara 13% pula mengatakan bahawa faktor peralatan yang disediakan dalam projek ICT tidak mencukupi untuk kegunaan peserta menyebabkan mereka tidak menyertai projek ICT tersebut. Lain-lain faktor yang menyebabkan mereka tidak menyertai projek ICT ini adalah seperti pengurusan aktiviti yang tidak teratur (5%), projek ICT diuruskan oleh kumpulan politik tertentu (4%) dan peralatan yang disediakan dalam projek ICT ini sudah ketinggalan masa. Hanya sedikit yang mengatakan bahawa faktor umur (2%), tidak minat (2%) dan responden mempunyai komputer sendiri (2%) serta masalah kesihatan (1%) yang menyebabkan mereka tidak menyertai projek ICT yang disediakan di tempat mereka.

Bagi bukan peserta yang tidak mengikuti projek ICT ini, kebanyakan mereka mendapat maklumat projek ini adalah hasil daripada komunikasi interpersonal mereka. Lebih separuh (51%) daripada responden mengatakan mereka mendapat maklumat daripada rakan-rakan, sementara lebih satu perempat (37%) daripada responden pula mengatakan mereka mendapat maklumat daripada ahli keluarga mereka dan jiran (36%) (Jadual 12). Terdapat juga responden mendapat maklumat melalui taklimat di balai raya di kawasan mereka (26%). Penyebaran maklumat melalui media massa juga memainkan peranan penting. Kebanyakan responden juga mendapat maklumat melalui surat khabar (11%), papan iklan (10%), televisyen (9%), laman web (6%), radio (4%) dan melalui majalah (4%). Penyebaran maklumat melalui tempat kerja kurang mendapat sambutan (kurang dari 1%).

Bagi penduduk yang tidak mengetahui projek ICT yang diadakan di tempat mereka pula mengatakan bahawa punca kenapa mereka tidak mengetahui projek tersebut antaranya maklumat tentang projek ICT itu tidak disebarkan (51%) secara meluas sehingga penerimaan mengenai maklumat itu terhad. Terdapat juga responden yang mengatakan bahawa tidak terdapat sebarang iklan berkaitan dengan projek ICT ini disebarkan (37%) (Jadual 13). Walau bagaimanapun, sebanyak

JADUAL 7  
Sikap responden terhadap komputer (N=1250)

	Peratus*					Min	sp
	5	4	3	2	1		
Komputer membuka ruang kepada saya untuk mempelajari banyak perkara baru	57.6	23.1	13.3	4.4	1.6	4.3	1.0
Penggunaan komputer dapat mempercepatkan saya mendapat maklumat	51.6	27.4	13.6	5.4	1.9	4.2	1.0
Saya mempunyai lebih peluang untuk mendapat kerja jika mahir menggunakan komputer	51.2	23.3	18	5.5	2	4.2	1.0
Saya rasa seronok menggunakan komputer untuk membuat kerja	50	25.9	15.8	4.8	3.4	4.1	1.1
Saya dapat menjimatkan masa dengan menggunakan komputer	47	24.4	18.9	6.5	3.2	4.1	1.1
Komputer akan memberikan saya lebih pilihan cara mendapatkan maklumat yang diperlukan	44.2	30.8	17.5	5.3	2.3	4.1	1.0
Penggunaan komputer akan dapat memberikan saya kawalan yang lebih baik terhadap maklumat yang penting	36.4	32.1	20.9	8.9	1.7	3.9	1.1
Penggunaan komputer memberikan saya keupayaan untuk membuat analisis maklumat dengan lebih cepat	36.6	32.2	20.1	7.9	3.3	3.9	1.1
Penggunaan komputer memberikan maklumat yang membantu saya dalam proses membuat keputusan yang lebih baik	31.9	31.6	24.4	8.6	3.6	3.8	1.1
Dengan menggunakan komputer, saya boleh membentuk satu pangkalan data peribadi bagi menyimpan maklumat penting	40.2	25.8	15.5	9.3	9.2	3.8	1.3
Penggunaan komputer mengurangkan kebergantungan saya kepada sumber-sumber maklumat lain	15.9	21.4	31.9	16.9	13.9	3.1	1.3
Pelbagai maklumat yang saya dapati menyukarkan saya membuat pilihan	9.5	12.1	22.3	18.0	38.1	2.4	1.3
Saya tidak suka bermain permainan komputer	10.5	9.5	18.6	14.7	46.8	2.2	1.4
Penggunaan komputer akan menyukarkan saya untuk mengurus maklumat	5.7	7.0	11.7	16.1	59.5	1.8	1.2
Komputer tidak membantu saya dalam menyelaraskan kerja	4.6	5.4	1.5	17	62.5	1.7	1.1

Nota : 5=Sangat setuju, 4=Setuju, 3=Tidak pasti, 2=Kurang setuju, 1=Tidak setuju

JADUAL 8

Taburan responden mengikut yuran keahlian dan bayaran menyertai aktiviti (N=1250)

	Peratus	
	Ya	Tidak
Yuran keahlian	50.3	49.7
Bayaran untuk menyertai aktiviti	41.5	58.5

JADUAL 9

Taburan peratusan nilai yuran keahlian yang dikenakan terhadap peserta (n=390)\*

Nilai Yuran (RM)	Kekerapan	Peratus
< 10.00	77	19.8
10.01 – 20.00	13	3.4
20.01 – 30.00	33	8.4
30.01 – 40.00	32	8.2
40.01 – 50.00	-	-
50.01 – 60.00	40	10.2
70.01 – 80.00	9	2.2
80.01 – 90.00	2	0.6
90.01 – 100.00	-	-
> 100.00	184	47.4

\* Nota: Hanya peserta yang terlibat dengan program/aktiviti khusus sahaja

23% responden mengatakan mereka tidak berminat untuk mengambil tahu tentang projek ICT di luar bandar ini dan hampir 4% responden mengatakan bahawa mereka tidak mempunyai masa untuk mencari maklumat projek ICT ini.

### PERBINCANGAN

Berdasarkan kepada hasil kajian di atas, terdapat tiga aspek utama yang membawa kepada kejayaan sesuatu projek ICT di luar bandar, iaitu peralatan, pengurusan dan kewangan. Jika dibuat perbandingan secara relatifnya di antara penyelia dengan peserta, didapati di dalam Jadual 14, penyelia lebih menekankan aspek peralatan sebagai faktor utama menyumbang kepada

JADUAL 10

Taburan peratusan responden yang tahu tentang projek ICT di luar bandar (N=716)

	Kekerapan	Peratus
Ya	294	41.1
Tidak	422	58.9

kejayaan sesuatu projek ICT tersebut. Hal ini diikuti oleh faktor pengurusan dan kewangan. Sementara hasil kajian daripada peserta pula mendapati bahawa aspek pengurusan lebih memberi penekanan utama berbanding aspek peralatan dan kewangan. Walau bagaimanapun hasil daripada perbandingan, didapati kedua-dua pihak responden ini bersetuju bahawa faktor lokasi dan promosi bukanlah faktor utama yang menyumbang kepada kejayaan sesuatu projek ICT di luar bandar.

Dilihat pula dari segi faktor kegagalan projek ICT di luar bandar pula, Jadual 15 menunjukkan bahawa faktor peralatan, kewangan dan pengurusan juga merupakan aspek utama yang membawa kepada kegagalan projek ICT luar bandar. Hanya terdapat sedikit perbezaan di antara penyelia dan peserta dari segi sebab utama kepada faktor kegagalan projek ICT iaitu penyelia meletakkan faktor peralatan sebagai faktor utama kegagalan projek ICT, sementara peserta pula meletakkan faktor kewangan sebagai faktor utama kepada kegagalan projek ICT. Walau bagaimanapun, hasil perbandingan mendapati bahawa faktor program, lokasi dan promosi bukanlah merupakan faktor utama yang membawa kepada faktor kegagalan sesuatu projek ICT luar bandar tersebut.

Dilihat pula dari segi punca sumber responden peserta dan bukan peserta mendapat maklumat tentang projek ICT ini, didapati bahawa komunikasi interpersonal memainkan peranan penting dalam penyebaran dan mendapat maklumat. Jadual 16 menunjukkan bahawa kedua-dua klasifikasi responden (peserta dan bukan peserta) bersetuju bahawa rakan-rakan, ahli keluarga dan jiran memainkan peranan penting dalam penyebaran dan mendapat maklumat tentang projek ICT ini. Oleh yang demikian, pihak agensi yang memperkenalkan atau terlibat dalam projek ICT ini perlulah melihat bahawa

JADUAL 11

Peratusan responden mengikut kenapa mereka tidak menyertai projek ICT ini (N=716)

	Kekerapan	Peratus*
Saya tidak mempunyai masa untuk menyertai projek ICT ini	203	68.6
Aktiviti yang dijalankan dalam projek ICT ini tidak sesuai dengan keperluan saya	92	31.1
Peralatan yang disediakan dalam projek ICT tidak mencukupi untuk kegunaan peserta	39	13.2
Pengurusan aktiviti projek ICT ini adalah tidak teratur	14	4.7
Projek ini diuruskan oleh kumpulan politik tertentu	12	4.1
Peralatan yang disediakan dalam projek ICT ini sudah ketinggalan masa (out-dated)	10	3.4
Bayaran yuran aktiviti yang dijalankan dalam projek ICT ini adalah mahal	10	3.4
Projek ICT ini diuruskan oleh kakitangan yang tidak terlatih	8	2.7
Bayaran yuran untuk menjadi ahli projek ICT ini adalah mahal	8	2.7
Projek ICT ini telah dijalankan di lokasi tidak sesuai	7	2.4
Tidak berpeluang	9	3.0
Tidak minat	6	2.0
Ada kemudahan komputer	6	2.0
Tiada galakan dan sokongan	4	1.4
Faktor umur	4	1.4
Masalah kesihatan	2	0.7

\* Peratus tidak boleh dicampur kerana jawapan melebihi satu.

JADUAL 12

Taburan peratusan responden bukan peserta mengikut dari sumber mana mereka mendapat maklumat (N=716)

	Kekerapan	Peratus*
Rakan-rakan	150	51.2
Ahli keluarga	106	36.2
Jiran	104	35.5
Taklimat di balai raya	76	25.9
Risalah	39	13.3
Surat khabar	32	10.9
Taklimat di sekolah	32	10.9
Taklimat melalui persatuan	31	10.6
Papan iklan	28	9.6
Televisyen	26	8.9
Masjid	23	7.8
Kain rentang	46	6.4
Laman web	17	5.8
Radio	12	4.1
Pusat kegiatan masyarakat	12	4.1
Majalah	11	3.8
K3P	4	1.4
Tempat kerja	1	0.3

\* Peratus tidak boleh dicampur kerana jawapan melebihi satu.

JADUAL 13

Peratusan responden mengikut sebab mereka tidak mengetahui mengenai projek ICT ini (N=422)\*

	Kekerapan	Peratus
Maklumat tentang projek ICT ini tidak tersebar	209	50.1
Tidak terdapat sebarang iklan berkaitan dengan projek ICT ini	152	36.5
Tidak berminat untuk mengambil tahu	96	23
Tiada masa	15	3.6

Nota: \* 1. Tidak menyertai projek ICT

2. Peratus tidak boleh dicampur kerana jawapan melebihi satu.

JADUAL 14

Perbandingan faktor-faktor kejayaan projek ICT di luar bandar mengikut susunan keutamaan

Susunan Keutamaan	Penyelia	Peserta
1.	Peralatan	Pengurusan
2.	Pengurusan	Peralatan
3.	Kewangan	Kewangan
4.	Sokongan	Program
5.	Program	Sokongan
6.	Promosi	Promosi
7.	Lokasi	Lokasi

JADUAL 15

Perbandingan faktor-faktor kejayaan projek ICT di luar bandar mengikut susunan keutamaan

Susunan Keutamaan	Penyelia	Peserta
1.	Peralatan	Kewangan
2.	Kewangan	Peralatan
3.	Pengurusan	Pengurusan
4.	Sokongan	Lokasi
5.	Promosi	Sokongan
6.	Lokasi	Promosi
7.	Program	Program

JADUAL 16

Perbandingan antara peserta dan bukan peserta tentang dari sumber mana mereka mendapat maklumat projek ICT luar bandar mengikut susunan keutamaan

Susunan Keutamaan	Peserta	Bukan Peserta
1.	Rakan-rakan	Rakan-rakan
2.	Ahli keluarga	Ahli keluarga
3.	Jiran	Jiran
4.	Kain rentang	Taklimat di balai raya
5.	Taklimat di balai raya	Risalah
6.	Risalah	Suratkhabar
7.	Taklimat di sekolah	Taklimat di sekolah
8.	Taklimat melalui persatuan	Taklimat melalui persatuan
9.	Surat khabar	Papan iklan
10.	Pejabat kemas	Televisyen
11.	Televisyen	Masjid
12.	Radio	Kain rentang
13.	Papan iklan	Radio
14.	Majalah	Pusat Kegiatan Masyarakat
15.	Laman web	Majalah
16.	Agensi kerajaan	K3P
17.	Masjid/surau	Tempat kerja
18.	Ketua kampung	
19.	AJK pusat ICT	

komunikasi berbentuk interpersonal memainkan peranan utama di dalam penyebaran maklumat projek ini dan dengan secara tidak langsung akan turut mempengaruhi kejayaan atau kegagalan sesuatu projek ICT di luar bandar tersebut.

### KESIMPULAN

Berdasarkan hasil kajian dan perbincangan di atas, dapat dirumuskan bahawa:

1. Masyarakat luar bandar sama ada peserta yang terlibat secara langsung dengan projek ICT ini ataupun tidak (bukan peserta) telah mengenal pasti faktor peralatan, pengurusan dan kewangan sebagai faktor utama yang membawa kepada kejayaan dan kegagalan sesuatu projek ICT. Agensi yang terlibat di dalam projek ICT ini disarankan menitikberatkan ketiga-tiga faktor utama ini.
2. Masyarakat luar bandar ini juga berpendapat bahawa komunikasi interpersonal terutamanya komunikasi melalui rakan-rakan, ahli keluarga dan jiran memainkan peranan penting dalam menyebarkan maklumat kepada orang ramai. Komunikasi berbentuk begini juga turut mempengaruhi faktor-faktor kejayaan dan kegagalan sesuatu projek ICT. Apabila komunikasi interpersonal dilakukan oleh para peserta, proses pemujukan akan lebih berkesan untuk mendorong bukan peserta melibatkan diri dengan projek ICT ini. Kejayaan atau kegagalan proses pemujukan ini berkait secara langsung dengan kejayaan atau kegagalan sesuatu projek ICT.
3. Bagi masyarakat luar bandar yang tidak menyertai projek ICT ini mendapati bahawa faktor masa memainkan peranan penting kepada penyebab responden bukan peserta tidak menyertai projek ICT. Kebanyakan mereka tidak mempunyai masa untuk menyertai projek ICT ini di samping mendapati bahawa aktiviti yang dijalankan dalam projek ICT ini tidak bersesuaian dengan keperluan mereka. Dalam perkara ini, pihak agensi yang terlibat di dalam projek ICT ini dicadangkan membuat pengubahsuaian terhadap aktiviti-aktiviti yang dijalankan selaras dengan keperluan masyarakat setempat khususnya.
4. Secara umumnya, salah satu aspek kejayaan sesuatu projek ICT dapat dikenal pasti adalah melalui sikap masyarakat terhadap penggunaan teknologi di dalam projek ICT tersebut. Bagi masyarakat luar bandar

yang menyertai projek ICT ini banyak yang menunjukkan sikap yang positif terhadap komputer. Kebanyakan mereka mengatakan bahawa penggunaan komputer memberi manfaat kepada mereka terutamanya dari segi pencarian maklumat dan juga untuk meningkatkan diri dalam bidang kerjaya masa depan mereka.

Kejayaan dan kegagalan sesuatu projek ICT tidak akan berlaku tanpa adanya kerjasama seluruh masyarakat setempat. Dalam hal ini, agensi yang terlibat dalam mengendalikan projek ICT di luar bandar ini perlulah mengambil kira faktor yang telah dikenal pasti yang membawa kepada kejayaan dan kegagalan sesuatu projek ICT tersebut.

Kajian ini juga memberi implikasi kepada model penerimaan teknologi yang telah dikemukakan oleh Davis dan Bagozzi (2007). Teori ini memberi penekanan terhadap mengapa sesuatu teknologi diterima oleh seseorang atau sesebuah kumpulan masyarakat iaitu, ia mudah digunakan dan sangat penting dan berguna. Manakala kajian Siti Zobidah Omar dan Mariah Muda (2004), menambah dua lagi alasan lain mengapa pengguna menggunakan sesuatu teknologi tersebut iaitu kerana kosnya munasabah, dan ia dapat memenuhi keperluan fizikal, emosi dan intelektual pengguna. Bagaimana pun kajian ini pula menambah faktor penting yang perlu diberi perhatian dalam menjayakan penerimaan sesuatu teknologi (penggunaan komputer) melalui projek ICT di luar bandar iaitu (i) bentuk peralatan teknologi yang terdapat dalam projek yang dikendalikan oleh komuniti, (ii) sumber kewangan menjayakan teknologi dan (iii) aspek pengurusan teknologi dalam projek ICT berkenaan. Jika tiga faktor tambahan ini diberi perhatian yang serius, penerimaan teknologi oleh masyarakat dapat direalisasikan dan ini boleh dijadikan indikator kejayaan atau kegagalan sesuatu projek ICT. Oleh itu, satu kajian lain yang lebih terperinci perlu dilakukan dari aspek hubungan faktor-faktor tadi dengan prestasi projek ICT yang dilaksanakan di luar bandar. Data kajian itu nanti dianalisis menggunakan Analisis Multi-Regresi bagi menentukan sumbangan faktor-faktor itu kepada pencapaian projek ICT dan seterusnya menjadi asas pelan tindakan menjayakan projek ICT di luar bandar.

Lanjutan daripada kajian ini, juga dicadangkan supaya penyelidikan tentang gelagat peserta dan



bukan peserta projek ICT dikenal pasti supaya faktor kejayaan dan kegagalan sesuatu projek ICT tidak hanya tertumpu kepada aspek-aspek fizikal dan luaran semata-mata, tetapi juga peri laku dan tindakan (action) peserta selepas melibatkan diri dalam projek tersebut.

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## **‘Wacana’ dan ‘Cerita’ dalam Novel *Pujangga Melayu* oleh Mohd. Affandi Hassan**

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### **ABSTRAK**

Dalam kebanyakan tamadun Barat dan Timur, soal fungsi karya sastera khususnya yang terhasil berasaskan cerita-cerita rekaan telah lama menjadi perbincangan. Dalam tamadun Yunani umpamanya, perkara ini mencetuskan perdebatan antara Plato dengan Aristotle yang saling berbeza pandangan tentang peranan serta sumbangan karya sastera dalam pembinaan tamadun. Tradisi kesusasteraan Melayu juga tidak terkecuali daripada membangkitkan perkara yang sama. Menurut Braginsky (1993), semenjak abad ke-16 dan 17 Masihi, wujud kesedaran yang jelas dan menyeluruh dalam kalangan orang Melayu tentang fungsi karya sastera yang mereka bahagikan kepada tiga tujuan yang saling berbeza, iaitu memberikan hiburan, memberikan pengajaran, atau mengajar manusia untuk mengenal hakikat Pencipta-Nya. Penting untuk dikatakan bahawa perkara tersebut masih menjadi perbincangan dalam kalangan penggiat sastera Melayu hari ini. Antara tokoh yang sering membangkitkan perkara tersebut ialah Mohd. Affandi Hassan (seterusnya Affandi), seorang pengkritik sastera dan penulis kreatif yang terkenal di Malaysia. Sebagai pengkritik sastera, Mohd. Affandi telah menjana satu gagasan sastera yang dikenali sebagai Persuratan Baru (seterusnya PB) yang antara idea pokoknya menuntut supaya sastera Melayu hari ini memberikan perhatian yang serius terhadap soal penyampaian ilmu. Sesungguhnya seruan Affandi ini membangkitkan satu persoalan yang penting, iaitu apakah beliau sendiri merealisasikan seruannya itu? Bertolak daripada persoalan tersebut, kajian ini diusahakan bagi menganalisis sebuah karya kreatif Affandi, dengan menerapkan kerangka analisis yang digagaskan oleh beliau sendiri (PB), guna mengenal pasti sama ada penghasilan karya kreatif tersebut mengambil kira secara serius seruannya sendiri tentang fungsi karya sastera sebagai wadah ilmu. Untuk itu, kajian ini memilih novel Affandi bertajuk *Pujangga Melayu* (1997) (seterusnya *Pujangga...*) sebagai bahan kajian. Dengan menerapkan PB yang dengan ketara membezakan antara ‘ilmu’ dan ‘cerita’ sebagai kerangka, analisis ini berhasil menjawab persoalan yang dibangkitkan apabila *Pujangga...* didapati menjadi manifestasi konkrit terhadap gagasan Persuratan Baru yang dijana oleh Affandi.

### **ABSTRACT**

The function of literary works, specifically that of fictional narratives, has been a source of debate in Western and Eastern civilisations throughout the ages. In ancient Greece for example, this issue sparked a conflict between the philosophical schools of Plato and Aristotle, who both had contrasting views on the role and contribution of literary works to the formation of a culturally civilised society. The Malay literary tradition is no exception; Braginsky (1993) states that since the 16th and 17th centuries, Malays have been aware of the functional value of literature, which among other functions serves to teach, and to enlighten mankind with knowledge. It is important to note that the same issue is still a matter of debate in contemporary Malay literature. Chief amongst those who regularly foreground the issue is Mohd. Affandi Hassan (hereafter Hassan), a renowned Malaysian literary critic and creative writer. As a literary critic, Hassan generated the notion of ‘Persuratan Baru’, a notion

that amongst other principles urges authors of Malay literary works to prioritise the transmittance of knowledge. Naturally, this invites scrutiny, especially given the context of Hassan being a creative writer himself; with such a standing (as a literary critic and creative writer) the question that immediately springs to mind is whether Hassan heeds his own call. In this light, this article will analyse one of Hassan's works based on his own analytical framework – Persuratan Baru – in an effort to determine whether the construction of said work truly takes into account his own identification of the function of literary works, that is as a medium of knowledge. Therefore, Hassan's novel *Pujangga Melayu* (1997) (henceforth *Pujangga...*) will be utilised as a study material. By using PB which distinguishes clearly between 'knowledge' (*ilmu*) and 'narrative' (*cerita*) as an analytical framework, my findings answer the question brought up earlier that Hassan has indeed practiced what he has preached, by presenting *Pujangga...* as a concrete manifestation of his literary notion - 'Persuratan Baru'.

**Kata kunci: Wacana, karya sastra, penggiat sastra, Persuratan Baru**

## MUKADIMAH

Soal fungsi karya sastra khususnya yang terhasil berasaskan cerita-cerita rekaan telah lama menjadi perbincangan dalam kebanyakan tamadun Barat dan Timur. Dalam tamadun Yunani misalnya, perkara ini telah mencetuskan perdebatan antara Plato dengan Aristotle yang saling berbeza pandangan tentang peranan dan sumbangan karya sastra dalam pembinaan tamadun bangsa. Perkara yang sama turut diberikan perhatian serius dalam tradisi Cina Purba yang menuntut agar sesebuah karya sastra mengandungi nilai-nilai sejarah yang boleh dijadikan teladan kepada pembaca. Dalam tradisi kesusasteraan Melayu, perkara yang sama turut dibangkitkan. Menurut Braginsky (1993), orang Melayu semenjak abad ke-16 dan 17 Masihi telah mula memahami

dengan jelas dan menyeluruh tentang fungsi karya sastra yang mereka bahagikan kepada tiga tujuan yang saling berbeza, iaitu memberikan hiburan, memberikan pengajaran, atau mengajar manusia untuk mengenal hakikat Pencipta-Nya (Braginsky, 1993, hlm. 29-48).

Adalah menarik untuk diketahui bahawa perkara di atas masih menjadi perbincangan dalam kalangan penggiat sastra Melayu hari ini. Antara tokoh yang sering membangkitkan perkara tersebut ialah Mohd. Affandi Hassan (seterusnya Mohd. Affandi), seorang pengkritik sastra dan penulis kreatif yang terkenal di Malaysia. Sebagai pengkritik sastra, Mohd. Affandi telah menjana satu gagasan sastra yang dikenali sebagai 'Persuratan Baru' (seterusnya PB)<sup>1</sup>, yang antara idea pokok gagasan tersebut

<sup>1</sup> Mohd. Affandi Hassan menjana gagasan Persuratan Baru antaranya melalui tulisan-tulisan penting berikut:- *Pendidikan Estetika daripada Pendekatan Tauhid*. Dewan Bahasa dan Pustaka (DBP), Kuala Lumpur, 1992; *Medan-medan dalam Sistem Persuratan Melayu*, Penerbit Tiga Puteri, Kota Bharu, 1994; *Pemikiran dan Pendekatan dalam Kesusasteraan Melayu Modern*, dlm. *Kesusasteraan Melayu: Mitos dan Realiti (Esei/Kritikan Hadiah Sastra Malaysia 1988/1989)*, DBP, 1994, hlm. 68-122; "Persuratan Baru dan Cabaran Intelektual: Menilai Kembali Kegiatan Kreatif dan Kritikan", kertas kerja Kolokium Membina Teori Sastra Sendiri, DBP, Kuala Lumpur, 6-8 Disember 1999; "Dari Danau Ke Taman: Sajak-sajak Muhammad Hj. Salleh dan Wan Mohd. Nor", kertas kerja Majlis Bicara Buku *Mutiara Taman Adabi* karya Prof. Dr. Wan Mohd. Nor Wan Daud dari ISTAC; Balai Seminar, DBP Wilayah Timur, Kota Bharu, 21 September 2003; "Unsur Jenaka dalam Novel *Kawin-Kawin*: Kegagalan Intelektual Seorang Sasterawan", kertas kerja Seminar Jenaka Melayu Nusantara, DBP & Universiti Malaya, 21-23 September 2003. "Birokrat Tulen: Satu Analisis Kreatif dari Sudut Persuratan Baru", dlm. Lampiran A, Tesis Kedoktoran Mohd. Zariat Abdul Rani, Seksualiti dalam Novel Melayu: Satu Analisis Teks Berdasarkan Persuratan Baru, Institut Alam dan Tamadun Melayu (ATMA), Universiti Kebangsaan Malaysia, Bangi, 2004; "Kesusasteraan Melayu di Persimpangan Jalan: Anti-Intelektualisme, Hasad, Pandirisme", kertas kerja Wacana Ilmiah DAMAI, ATMA, Universiti Kebangsaan Malaysia, Bangi, 21 Disember 2004; "Keaiban Intelektual Para Sasterawan: Menghidupkan Kembali Persuratan Melayu", dlm. A. Aziz Deraman (pynt.) *Kumpulan Kertas kerja Kolokium Peradaban Melayu Kawasan Timur Laut Ke-3*, DBP, Kuala Lumpur, 2005, hlm. 209-230; & "Hadiah dan Anugerah Sastra Sastra di Malaysia: Satu Penilaian Kritis", kertas kerja Seminar Impak Anugerah dan Hadiah Sastra Ke Atas Perkembangan Sastra Kebangsaan, Dewan Bahasa dan Pustaka, Kuala Lumpur, 25 Mei 2006. Dalam perkembangan terkini, selain telah dibahaskan secara serius oleh beberapa sarjana tempatan, gagasan Persuratan Baru turut mendapat perhatian di peringkat antarabangsa apabila buku *Pendidikan Estetika daripada Pendekatan Tauhid* tersenarai sebagai antara tulisan penting tentang Islam dalam projek bertajuk Muslim Civilisations Abstracts yang diusahakan oleh Institute for the Study of Muslim Civilisations, The Aga Khan University (International) in the United Kingdom. Untuk keterangan lanjut, sila rujuk: <http://www.aku.edu>.

menuntut supaya karya sastra Melayu hari ini memberikan perhatian yang serius terhadap penyampaian ilmu, seperti yang akan dibicarakan lebih lanjut nanti. Sesungguhnya seruan Mohd. Affandi ini mengundang penelitian yang penting, terutamanya dalam konteks kedudukan beliau sebagai penulis kreatif yang turut menghasilkan karya-karya kreatif. Tidak keterlaluan jika dikatakan bahawa kedudukan beliau yang sedemikian (iaitu sebagai pengkritik sastra dan penulis kreatif), persoalan yang dengan mudah boleh berlegar di fikiran ialah "Apakah Mohd. Affandi sendiri dapat merealisasikan seruannya itu?" Dengan mengambil kira persoalan tersebut, kajian ini diusahakan bagi menganalisis sebuah karya kreatif Mohd. Affandi dengan menerapkan kerangka analisis yang digagaskan oleh beliau sendiri, iaitu PB, guna mengenal pasti sama ada penghasilan karya kreatif tersebut telah mengambil kira secara serius seruan beliau sendiri tentang fungsi karya sastra sebagai wadah ilmu. Untuk itu, kajian ini memilih novel Mohd. Affandi bertajuk *Pujangga Melayu* (1997) (seterusnya *Pujangga...*) sebagai bahan kajian yang akan dianalisis berasaskan kerangka PB janaan Mohd. Affandi sendiri. Bahagian yang seterusnya akan membincangkan secara ringkas gagasan PB, guna melakarkan beberapa idea pokok Mohd. Affandi yang akan diguna pakai dalam analisis nanti.

#### **PERSURATAN BARU: SATU KERANGKA ANALISIS**

Pada dasarnya, PB merupakan satu gagasan sastra yang kompleks yang pada hakikatnya menuntut satu perbincangan tuntas dan menyeluruh. Atas kesedaran tentang kompleksiti PB serta risiko mempermudah perbincangan tentangnya, makalah ini hanya akan membincangkan beberapa idea penting PB yang akan diguna pakai dalam

analisis nanti. Pada tahap filosofikal, PB tertegak pada pengertian *Qalam* di sisi Islam yang dijelaskan Al-Qur'an sebagai sejenis 'pena' yang dapat dimanfaatkan dalam kegiatan karang-mengarang. Al-Qur'an menjelaskan bahawa *Qalam* berfungsi sebagai alat untuk menyebarkan 'ilmu yang benar', iaitu 'ilmu' yang dapat menerangkan akal (daya intelek dan rasional) manusia untuk mengenal Pencipta-Nya, yakni Allah s.w.t. Pengertian *Qalam* ini dengan sendirinya mengejapkan matlamat penghasilan karya sastra menurut PB, iaitu menyampaikan ilmu kepada pembaca. Dengan falsafah sastra yang dikejapkan pada pengertian *Qalam*, PB hadir dengan idea-idea pokoknya yang bertunjangkan Islam. Hal ini dengan sendirinya menjadikan pemahaman PB tentang beberapa perkara seperti soal 'ilmu' dan 'cerita' dalam karya sastra berbeza dengan pemahaman yang lumrah diguna pakai dalam kegiatan kesusasteraan Melayu moden.<sup>2</sup>

Seterusnya, dalam konteks kedua-dua perkara di atas ('ilmu' dan 'cerita'), adalah relevan untuk dijelaskan bahawa dalam pemahaman yang umum, 'cerita' rata-rata dianggap sebagai satu aspek integral yang membentuk keseluruhan karya kreatif seperti novel, cerpen, drama dan sebagainya.<sup>3</sup> Dalam praktik yang lumrah diguna pakai dalam sastra Melayu hari ini, 'cerita' dan 'ilmu' rata-rata ditanggapi sebagai satu kesatuan dalam sesebuah karya kreatif. Dengan kata lain, 'ilmu' dalam karya kreatif dianggap terkandung dalam 'cerita' yang dipaparkan; dan ini bererti, dalam usaha menyampaikan 'ilmu' melalui karya sastra/kreatif, aspek 'cerita' dan pembikinannya menjadi keutamaan. Dalam konteks pemahaman yang sedemikian, PB hadir dengan pandangannya yang berbeza, kerana berdasarkan pengamatan Mohd. Affandi terhadap kesusasteraan Melayu, matlamat untuk

<sup>2</sup> Dapat dikatakan bahawa falsafah dan konsep sastra yang mendasari kegiatan kesusasteraan Melayu moden tidak banyak berbeza dengan konsep sastra moden di Barat. Kesejajaran ini merupakan antara kesan daripada proses penjajahan yang berlaku di Alam Melayu. Soal kehadiran Barat dan kesannya terhadap kesusasteraan Melayu telah saya bicarakan secara khusus pada kesempatan lain. Sila rujuk Mohd. Zariat Abdul Rani, *Kehadiran Barat dan Kesannya Terhadap Kesusasteraan Melayu*, Jurnal Pengajian Melayu (Akademi Pengajian Melayu, Universiti Malaya, Kuala Lumpur), Jilid 17, 2006, hlm. 330-361.

<sup>3</sup> Sila rujuk perbincangan Ungku Maimunah Mohd. Tahir tentang beberapa praktik lumrah sastra Melayu moden dalam kertas kerja bertajuk 'Fungsi Teori dan Kritikan dalam Pembinaan Kanun Sastra Melayu', kertas kerja Seminar Kritikan Sastra Melayu Serantau, anjuran Dewan Bahasa dan Pustaka, Kuala Lumpur, 24-26 September, 2001, hlm. 22; & 'Sastra Menjana Fikiran Masyarakat', kertas kerja Seminar Kebangsaan Teks Komponen Kesusasteraan Melayu dalam Mata Pelajaran Bahasa Melayu, Institut Bahasa Melayu Malaysia, Kuala Lumpur, 12 - 14 Julai, 2000, hlm. 13.

menyampaikan ‘ilmu’ sering kali digagalkan kerana keutamaan serta keghairahan penulis kreatif untuk menyampaikan ‘cerita’ (Mohd. Affandi Hassan, 1999a). Hal ini, menurut PB berlaku kerana ‘ilmu’ dan ‘cerita’ dalam konteks kesusasteraan menurut Islam mendukung fungsinya yang saling berbeza. Fungsi ‘ilmu’, menurut PB dan seperti yang telah dinyatakan ialah menjadikan manusia kenal akan ‘kebenaran’ (dalam konteks Islam, iaitu hakikat Pencipta dan kejadian manusia sebagai *Insan*); manakala ‘cerita’ mendukung fungsinya untuk memberikan hiburan. Dengan pemahaman ini, PB hadir dengan idea pokoknya yang membezakan secara jelas antara ‘ilmu’, dan ‘cerita’ dalam penghasilan dan penghayatan sesebuah karya kreatif. Perbezaan fungsi antara kedua-dua komponen tersebut (‘ilmu’-‘cerita’) dengan sendirinya mengundang persoalan tentang kedudukan kedua-duanya dalam karya sastera. Sejajar dengan matlamat tunggal penghasilan karya sastera yang dikejakkan pada soal penyampaian ilmu, PB menggariskan prinsipnya yang memberikan “keutamaan kepada ilmu” (*primacy of knowledge*), dan meletakkan ‘cerita’ pada kedudukannya yang subordinat kepada ilmu’ (*subordination of narrative to knowledge*), sebagaimana yang terkandung dalam pandangan Mohd. Affandi tentang fungsi cerita dalam novel menurut Islam:

Novel tidak lagi bercerita, tetapi untuk menyatakan gagasan dan pemikiran....Saya tidak berminat untuk hanya bercerita, kerana dalam kajian saya, Al-Qur’an tidak pernah sekadar bercerita. Cerita digunakan untuk menyatakan sesuatu gagasan atau pemikiran, untuk memberi peringatan atau amaran (Mohd. Affandi Hassan, 1994b, hlm. 4).

Perbincangan yang seterusnya akan menjelaskan secara lebih terperinci tentang perbezaan antara ‘ilmu’ dan ‘cerita’, iaitu perkara pokok yang akan diberikan perhatian sepanjang kajian ini. Penting dijelaskan bahawa soal ‘ilmu’ ditangani PB pada dua tahap, iaitu filosofikal dan operasional. Seperti yang telah dijelaskan, pengertian ‘ilmu’

pada tahap filosofikal di sisi PB, merujuk kepada ilmu yang dapat menjadikan manusia tahu dan kenal akan Pencipta-Nya. Pada tahap operasional pula, ‘ilmu’ menurut PB boleh merujuk kepada kehadiran sesuatu idea, pemikiran atau gagasan tertentu. Dalam konteks ini, perkara pokok yang diberikan perhatian ialah bagaimana idea, pemikiran atau gagasan tersebut hadir serta dapat beroperasi secara berkesan dalam sesebuah karya kreatif. Menyedari akan kompleksiti pengertian ‘ilmu’ secara filosofikal yang pada hakikatnya menuntut kepada satu perbincangan yang lebih khusus,<sup>4</sup> kajian ini memilih untuk menerapkan pengertian ‘ilmu’ menurut PB pada tahap operasional, yang seterusnya akan dirujuk sebagai ‘wacana’. Meskipun begitu, penting difahami bahawa pengertian ‘ilmu’ pada tahap operasional rata-rata masih berlegar pada kerangka falsafah yang sama, iaitu memberikan keutamaan kepada potensi intelek dan rasional manusia, seperti yang telah dijelaskan di atas. Kesejajaran ini jelas apabila ‘wacana’ menurut PB juga merujuk kepada penggemblengan idea, buah fikiran atau gagasan tertentu yang mencetuskan proses penakulan (*reasoning process*), yang melibatkan isian-isian (isian wacana/*discourse content*) yang penting dalam pembikinan satu wacana yang mantap seperti pengutaraan, pengupasan dan pentafsiran idea atau maklumat, yang kemudiannya membentuk satu penghujahan dan proses pengukuhan hujah tersebut seperti perdebatan, bidasan serta penangkisan hujah bertentangan, sebagaimana yang dijelaskan oleh Mohd. Affandi:

Wacana... ialah pencernaan maklumat yang telah diberi tafsiran sendiri kerana telah disesuaikan oleh watak berkenaan. Wacana adalah pemikiran berasaskan maklumat yang disaring daripada sejumlah maklumat yang telah dimatangkan oleh pemikiran berasaskan konsep ilmu tertentu... wacana adalah hujah-hujah ilmiah yang digunakan untuk menjelaskan sesuatu persoalan sehingga dapat dirumuskan ke dalam kesimpulan tertentu (Mohd. Affandi Hassan, 2004b, hlm. 54).

<sup>4</sup> Falsafah “ilmu” menurut Persuratan Baru telah saya bincangkan secara khusus pada kesempatan lain. Sila rujuk Mohd. Zariat Abdul Rani, Sastera Berpaksikan Tauhid: Satu Penerokaan Terhadap Gagasan Persuratan Baru oleh Mohd. Affandi Hassan – Bahagian I, Jurnal YADIM, No. 7 (Oktober), 2005, hlm. 1-16; Mohd. Zariat Abdul Rani, Sastera Berpaksikan Tauhid: Satu Penerokaan Terhadap Gagasan Persuratan Baru oleh Mohd. Affandi Hassan – Bahagian II, Jurnal YADIM, No. 8 (Jun), 2006, hlm. 73-88; & Mohd. Zariat Abdul Rani, Sastera Berpaksikan Tauhid: Satu Penerokaan Terhadap Gagasan Persuratan Baru oleh Mohd. Affandi Hassan – Bahagian III, Jurnal YADIM, No. 9 (Januari), 2007, hlm. 66-89.

Seterusnya, 'cerita' menurut PB merujuk kepada kehadiran dan penggemblengan alat-alat penceritaan seperti watak dan perwatakan, peristiwa, konflik, plot dan sebagainya, yang kesemuanya diperlukan dalam pembikinan sesebuah cerita. Tergolong juga dalam alat-alat penceritaan ialah unsur-unsur seperti hukum sebab-akibat, suspens/ketegangan, sensasi dan erotik, yang pada kebiasaannya dibangkitkan melalui teknik-teknik penceritaan seperti pemerian (*showing technique*) dan perincian sama ada terhadap latar, aksi atau dialog, guna menjadikan sesebuah cerita lebih realistik. Apa yang penting untuk difahami ialah bagaimana PB menetapkan fungsi alat-alat penceritaan tersebut hanya sebagai satu 'isian' (*content*) yang berguna bagi mengembangkan, menggerak dan seterusnya mengekal pergerakan cerita, selain memperhebatkan persembahan cerita secara keseluruhannya. Alat-alat penceritaan (isian cerita/*narrative content*) tersebut dianggap PB TIDAK menyumbang kepada proses penakulan, sebagaimana 'isian wacana' (*discourse content*). Perbincangan pada tahap ini berusaha untuk menjelaskan tentang DUA jenis isian, iaitu 'isian cerita' (*narrative content*), dan 'isian wacana' (*discourse content*), yang kedua-duanya dibezakan oleh PB mengikut fungsinya, iaitu satu bagi merangsang proses penakulan (isian wacana), dan satu lagi ialah mengembangkan dan memperhebatkan cerita (isian cerita).

Satu lagi idea yang akan diterapkan ialah konsep 'ruang naratif' <sup>5</sup> (*narrative space*), yang merujuk kepada ruang yang terbentuk antara bahagian permulaan dan bahagian kesudahan cerita. Meskipun istilah yang digunakan ialah 'ruang naratif', namun ia BUKAN sebahagian daripada 'isian cerita'. Sebaliknya, 'ruang naratif' dalam sesebuah karya kreatif itu bersifat neutral, dalam erti kata ia boleh diisi sama ada hanya dengan 'isian cerita', atau kedua-dua jenis isian, iaitu 'isian cerita' dan 'isian wacana'. Menurut PB, sesebuah novel akan dianggap memberikan keutamaan kepada ilmu sekiranya 'isian wacana' mengisi secara dominan ruang naratifnya selain 'isian cerita', manakala sesebuah novel dikatakan sekadar bercerita sekiranya HANYA 'isian cerita' mengisi 'ruang naratif'nya.

Selain itu, konsep lain yang juga akan diguna pakai ialah 'paksi naratif' (*narrative axis*), yang merujuk kepada pendirian (*stance*) novel terhadap sesuatu perkara, yang sekali gus menyerlahkan pandangan, tanggapan serta kecenderungan novel tentang perkara tersebut.<sup>6</sup> Menurut PB, peranan 'paksi naratif' penting kerana ia dapat memberikan kesan yang signifikan dalam pengisian 'ruang naratif', terutamanya jenis isian yang bakal mengisi ruang naratif sesebuah karya kreatif, seperti yang akan diperlihatkan dengan jelas dalam analisis novel nanti. Berasaskan idea-idea dan konsep-konsep di atas, bahagian

<sup>5</sup> Idea "ruang naratif" sebagai satu metode perungkaian teks yang disesuaikan dengan idea Persuratan Baru ini pertama kali difikirkan oleh Profesor Ungku Maimunah Mohd. Tahir ketika menyelia tesis kedoktoran Mohd. Zariat Abdul Rani, Seksualiti dalam Novel-novel Melayu: Satu Analisis Teks Berdasarkan Persuratan Baru, Tesis Kedoktoran, Universiti Kebangsaan Malaysia, 2004. Selain dalam tesis tersebut, idea ini juga telah diterapkan secara lebih khusus pada beberapa kesempatan lain. Sila rujuk Mohd. Zariat Abdul Rani & Ungku Maimunah Mohd. Tahir, "The Employment of Narrative Space in Hikayat Faridah Hanom by Syed Syekh Al-Hadi and Pujangga Melayu by Mohd. Affandi Hassan: A Comparative Analysis", kertas kerja 13th Colloquium of the Malaysia Society of Australia, Faculty of Asian Studies, Australian National University, Australian National University, Canberra, 26 – 27 November 2004; & Mohd. Zariat Abdul Rani & Ungku Maimunah Mohd. Tahir, "Persuratan Baru dan Penggemblengan Ruang Naratif: Satu Kajian Perbandingan Antara Hikayat Faridah Hanom oleh Syed Syekh Al-Hadi dengan Pujangga Melayu oleh Mohd. Affandi Hassan", kertas kerja Seminar Teori dan Kritikan Sastera Melayu Serantau II, anjuran Dewan Bahasa dan Pustaka Kuala Lumpur, Menara Dewan Bahasa dan Pustaka, Kuala Lumpur, 22-24 Mac 2005. Rujuk juga Ungku Maimunah Mohd. Tahir, "Salam Maria oleh Fatimah Busu: Satu Analisis Berdasarkan Persuratan Baru", kertas kerja Persidangan Antarabangsa "World in Discourse: Representations of Realities", Pusat Pengajian Bahasa Asing & Linguistik, Universiti Kebangsaan Malaysia, Hotel Sheraton, Subang Jaya, 21-23 November 2005; & Mohd. Zariat Abdul Rani, "Penggemblengan Paksi & Ruang Naratif dalam Panrita karya Arena Wati: Satu Analisis Teks Berdasarkan Persuratan Baru", kertas kerja Wacana Abad 20, anjuran Dewan Bahasa dan Pustaka, Kuala Lumpur, Hotel City Bayview, Pulau Langkawi, 19-21 Disember 2005.

<sup>6</sup> Istilah "paksi naratif" pertama kali digunakan oleh Mohd. Affandi dalam tulisan beliau bertajuk Era Picisan dalam Sastera Melayu: Shahnon, Azizi, Rohman Shaary, Dewan Sastera, Julai, 2002, hlm. 44-47. Walau bagaimanapun, konsep "paksi naratif" ini telah terlebih dahulu beliau perjelaskan dalam beberapa tulisan sebelumnya, terutamanya apabila beliau menyebut tentang soal kejahatan yang dijadikan sebagai "tema utama" dan "pengucapan estetis" (kedua-duanya juga istilah Mohd. Affandi) dalam karya-karya sastera Melayu moden.

seterusnya akan menganalisis novel *Pujangga...*, untuk mengenal pasti jenis isian yang mengisi secara dominan ruang naratifnya, sama ada 'isian cerita', atau 'isian wacana', dan seterusnya menentukan keutamaan novel tersebut, sama ada untuk menyampaikan 'ilmu', atau sekadar bercerita.

### PEMBENTUKAN 'PAKSI NARATIF' DAN 'RUANG NARATIF'

Analisis ini akan bermula dengan mengenal pasti pembentukan 'paksi naratif' dan 'ruang naratif' *Pujangga...* Pengamatan awal mendapati bahawa paksi naratif *Pujangga...* berlegar tentang cita-cita dan perjuangan hidup seorang sarjana Melayu, yang antaranya dapat dikenal pasti pada perkataan yang tertera pada judul novel itu sendiri, seperti perkataan 'pujangga' yang menurut Kamus Dewan merujuk kepada 'ahli fikir' dan 'ahli sastera (bahasa)' (*Kamus Dewan Edisi Baru*, 1992). Apa yang ketara daripada pengertian ini ialah kecenderungan *Pujangga...* terhadap soal kegiatan karang-mengarang, khususnya yang berkait rapat dengan pemikiran tentang kesusasteraan. Pemahaman ini dapat diperkukuhkan dengan pengamatan terhadap pembahagian isi kandungan novel yang dibahagikan pada empat bahagian, iaitu (i) Jejak Warisan, (ii) Citra *Pujangga*, (iii) Tampang Sasterawan, dan (iv) Wajah Pendeta. Kehadiran perkataan-perkataan seperti 'sasterawan' (penulis karya sastera) dan 'pendeta' (orang yang berilmu), selain pengulangan perkataan 'pujangga' itu sendiri, memperkukuhkan lagi jangkaan bahawa 'paksi naratif' *Pujangga...*, iaitu cita-cita dan perjuangan hidup seorang sarjana Melayu bakal ditegakkan dengan kisah yang berlegar soal pemikiran dan kesusasteraan. Jangkaan ini diperkuatkan lagi dengan kehadiran protagonisnya, iaitu Awang yang merupakan seorang profesor dan pada masa yang sama merupakan seorang pengarang yang memperjuangkan falsafah persuratannya sendiri.

Dengan tertegaknya 'paksi naratif' tersebut, *Pujangga...* seterusnya membentuk 'ruang naratif'nya yang ditandai dengan bahagian awal cerita, iaitu perihal pendidikan yang diterima oleh Awang sejak kecil yang kemudiannya membentuk kesarjanaannya, dan diakhiri pula oleh bahagian akhir ceritanya, iaitu perjuangan hidup Awang sebagai manusia berilmu. Sebagai sebuah karya kreatif (novel), *Pujangga...* menghadapi tuntutan untuk melebarkan jarak antara kedua-dua

bahagian (awal dan akhir cerita) tersebut, dalam usaha melebarkan lagi ruang naratif, yang sekali gus menambah jumlah halaman dan meningkatkan ketebalannya. Pelebaran jarak di antara bahagian permulaan cerita dengan bahagian akhir cerita ini, dengan sendirinya menjadikan soal pengisian 'ruang naratif' novel begitu relevan. Sehubungan itu, soalan penting yang perlu ditangani ialah apakah bentuk isian yang bakal mengisi 'ruang naratif' *Pujangga...* Hal ini berkait rapat dengan persoalan tentang bagaimanakah novel dapat menggerak, dan seterusnya mengembangkan bahagian permulaan ceritanya dengan isian yang secukupnya bagi membolehkan novel mengekalkan perkembangannya hingga ke kesudahan cerita. Bahagian yang seterusnya akan menganalisis penggemblengan 'isian naratif' ke dalam 'ruang naratif' *Pujangga...*

### PENGGEMBLENGAN 'ISIAN CERITA'

Seperti yang dinyatakan di atas, paksi naratif *Pujangga...* berlegar tentang cita-cita dan perjuangan seorang pengarang Melayu. Dengan 'paksi naratif' ini, *Pujangga...* seterusnya membentuk 'ruang naratif'nya daripada bahagian permulaan ceritanya, iaitu didikan Awang sejak kecil yang membentuk kesarjanaannya, dan disudahi dengan bahagian akhir, iaitu matlamat perjuangan hidup Awang. Analisis mendapati bahawa 'paksi naratif' tersebut kemudiannya membentuk fasa-fasa tertentu dalam 'ruang naratif' *Pujangga...* yang ditandai dengan perkembangan usia Awang secara kronologi. Fasa-fasa yang dimaksudkan merujuk kepada kehidupan Awang ketika usia kanak-kanak, percintaannya di usia remaja, alam perkahwinan yang ditempuhinya, cabaran kerjaya setelah dewasa, dan akhirnya kematangannya sebagai pengarang.

Pengamatan awal mendapati bahawa berasaskan pembahagian fasa-fasa tersebut, *Pujangga...* menggembleng beberapa alat penceritaan guna mengisi 'ruang naratif'nya. Antara yang ketara ialah penggemblengan watak dan perwatakan yang berpusat pada Awang sebagai protagonis tunggal novel. Hal ini bererti 'paksi naratif' yang dikenal pasti, iaitu cita-cita dan perjuangan seorang pengarang Melayu merujuk pada perjuangan protagonis novel (Profesor Awang) dalam melaksanakan tanggungjawabnya sebagai seorang pengarang. Dalam usaha mengejapkan 'paksi naratif' ini, novel didapati membekalkan watak Awang dengan ciri-ciri perwatakan yang sesuai. Hal ini jelas

apabila Awang ditampilkan sebagai seorang yang pintar sejak usia kanak-kanaknya, dan dengan kepintaran tersebut, dia berupaya mencapai kecemerlangan dalam bidang akademik. Apa yang terkesan daripada ciri-ciri perwatakan Awang yang sedemikian ialah keistimewaannya sebagai kanak-kanak yang pintar dan serba boleh, sebagaimana dia diceritakan berupaya menguasai pelbagai cabang ilmu seperti bidang perubatan, falsafah, bahasa dan persuratan. Ciri-ciri perwatakan yang sedemikian, kemudiannya membolehkan novel untuk membangunkan 'paksi naratif'nya, iaitu cita-cita dan perjuangan hidup Awang. Hal ini jelas apabila dengan ciri-ciri perwatakannya yang pintar dan serba boleh itu, Awang diceritakan mampu merealisasikan cita-cita ayahnya yang mahu dia menjadi seorang doktor perubatan, sebelum menunaikan cita-citanya sendiri, hasil galakan daripada datuknya, iaitu menjadi pengarang yang berjuang untuk menegakkan kebenaran di sisi Islam.

Seperti yang dinyatakan di atas, pengemblengan watak dan perwatakan dalam *Pujangga...* rata-rata berpusat pada watak Awang. Hal ini bererti bahawa kehadiran watak-watak lain ke dalam 'ruang naratif' novel hanya bermula apabila watak-watak tersebut dipertemukan dengan Awang. Pengemblengan sedemikian jelas apabila pertembungan secara langsung, dan tidak langsung antara Awang dengan watak-watak tersebut memenuhi sebahagian besar 'ruang naratif' novel, berbanding komunikasi antara watak-watak selain Awang. Dengan kata lain, tanpa Awang, perjalanan cerita tidak berkembang, dan ini jelas apabila hampir keseluruhan kisah dalam novel ini disampaikan melalui sudut pandangan protagonis tersebut. Seperkara lagi yang penting ialah pengemblengan watak-watak selain Awang yang juga mengambil kira keperluan untuk mengejapkan "paksi naratif" novel. Hal ini bererti dalam usaha untuk mengisi 'ruang naratif' dengan watak-watak tersebut (selain Awang), perkara penting yang menjadi pertimbangan novel ialah fungsi watak-watak selain Awang dalam menjelaskan secara kronologi tentang cita-cita dan perjuangan Awang sebagai pengarang. Dengan pertimbangan sedemikian, watak-watak seperti Tok Ayah, Ayah, ibu dan adik-beradik Awang menjadi antara watak-watak yang mengisi fasa pertama dalam 'ruang naratif' novel, iaitu usia kanak-kanaknya. Sesuai dengan fasa tersebut, watak-watak tersebut diberikan fungsi untuk menceritakan soal nama dan gelaran Awang, latar

belakang keluarga dan peribadinya serta didikan yang diterima oleh protagonis novel. Apabila cerita seterusnya beralih ke fasa yang kedua, iaitu kehidupan Awang di usia remaja, watak-watak seperti Aini Faridah dan Azizah pula diisi ke dalam 'ruang naratif' guna memainkan fungsinya sebagai teman-teman wanita yang menyemai bibit-bibit cinta ke dalam diri Awang. Fungsi sedemikian juga didapati menjadi pertimbangan dengan kemasukan watak-watak seperti Aisyah, Salasiah dan Dr. Faridah yang mengisi cerita-cerita tentang poligami Awang, selain kehadiran watak-watak seperti Pak Is, Bung Kus, Dr. Sahim, Dr. Bah dan Prof. Irna dalam cerita tentang falsafah persuratan Awang.

Apa yang seterusnya penting untuk dijelaskan ialah bagaimana watak-watak tersebut digembleng dengan ciri-ciri perwatakan yang dapat memperkukuhkan lagi 'paksi naratif' novel. Seperti yang dinyatakan, kisah dalam *Pujangga...* diceritakan melalui sudut pandangan orang pertama, iaitu sudut pandangan Awang. Dengan kata lain, soal cita-cita dan perjuangan hidup Awang sebagai pengarang disampaikan, ditafsir dan dimanifestasikan melalui protagonis tersebut. Dalam konteks ini, kehadiran watak-watak selain Awang, digembleng bagi memainkan fungsi untuk membolehkan Awang menyampaikan, mentafsir serta memanifestasikan persoalan tentang cita-cita dan perjuangan hidupnya. Hal ini bererti pertembungan antara protagonis dengan watak-watak lain memungkinkan 'ruang naratif' novel diisi sama ada dengan pengalaman, pandangan, hujah, kritikan atau bidasan Awang tentang sesuatu perkara. Bagi mencapai matlamat ini, novel memilih untuk mengembleng watak-watak selain Awang, dengan ciri-ciri perwatakan yang bijaksana serta pandai berhujah dan menghuraikan pendapat mereka. Dengan perwatakan yang sedemikian, watak-watak ini dipertemukan dengan protagonis novel, dan pertemuan ini dengan sendirinya mewujudkan pertembungan idea yang ketara melalui dialog atau monolog yang mengandungi hujah-hujah tertentu. Hal ini umpamanya jelas dengan kehadiran watak-watak seperti Tok Ayah, Ayah dan Ibu Awang yang digembleng bagi menyalurkan pandangan dan idea-idea tertentu melalui nasihat serta tunjuk ajar mereka terhadap Awang. Adalah penting untuk diamati bahawa pandangan serta idea-idea yang dikemukakan melalui watak-watak tersebut mengisi 'ruang naratif' novel secara kerap dan berulang-ulang, kebanyakannya melalui monolog



dan ingatan Awang, meskipun setelah watak-watak tersebut ditiadakan dalam 'ruang naratif' novel. Hal ini dengan sendirinya menjelaskan bahawa perkara pokok yang diberikan perhatian ialah pandangan dan idea-idea tentang cita-cita dan perjuangan Awang, dan bukannya survival watak-watak tersebut, yang peranannya dalam melanjutkan pandangan dan idea-idea tersebut kemudiannya diserahkan kepada watak Awang (setelah mereka ditiadakan dalam 'ruang naratif' novel).

Selain watak-watak bijaksana, *Pujangga...* didapati turut mengisi 'ruang naratif'nya dengan watak-watak yang dibekalkan dengan sifat ingin tahu serta rajin bertanya. Dengan ciri perwatakan tersebut, novel dengan sendirinya mencipta kesempatan yang luas untuk melanjutkan perbincangannya tentang idea-idea tertentu, terutamanya apabila sikap ingin tahu dan rajin bertanya watak-watak ini memungkinkan percambahan idea apabila mereka dipertemukan dengan Awang. Antara watak yang digembleng bagi memenuhi fungsi tersebut ialah Fatimah, yang hadir sebagai anak Awang yang petah dan pintar, yang dengan kepetahan dan kepintaran tersebut mendorongnya untuk bersoal jawab dengan Awang tentang poligami. Fungsi sedemikian juga diperuntukkan kepada watak Abdul Latif, adik ipar Awang yang masih muda dan kurang pengalaman dan dengan itu memerlukan bimbingan Awang. Adalah ketara bahawa kedua-dua watak tersebut diletakkan pada kedudukannya yang subordinat kepada protagonis, dan kedudukan tersebut memungkinkan pandangan serta idea-idea yang lahir melalui Awang mendominasi komunikasi antara mereka.

Seterusnya, analisis turut mendapati bahawa terdapat juga watak-watak yang digembleng untuk memberikan tentangan dan cabaran terhadap pandangan serta idea-idea yang dikemukakan Awang, dengan menawarkan perspektif yang berbeza daripada protagonis tersebut. Penggembleran seumpama ini jelas dengan kehadiran watak Sarasvati ke dalam 'ruang naratif' novel sebagai regu Awang dalam perbincangan tentang poligami Islam. Bagi memenuhi fungsi tersebut, Sarasvati ditampilkan sebagai watak wanita bukan Islam (India), selain berpendidikan tinggi dan petah berhujah. Dengan ciri-ciri perwatakan sedemikian, Sarasvati hadir sebagai watak wanita yang berani berhujah dan menjelaskan pandangannya yang sedia curiga (*skeptical*) terhadap poligami Islam. Penggembleran yang seumpama ini sekali gus

memungkinkan novel untuk mewujudkan dua lensa perbincangan yang berbeza, iaitu 'lensa Awang' mewakili lelaki Islam yang pro-poligami; dan 'lensa Sarasvati' mewakili wanita bukan Islam yang sedia prejudis terhadap poligami. Contoh lain ialah kehadiran watak-watak seperti Prof. Mai, Prof. Dr. Irna, Dr. Sob, Dr. Sahim dan Dr. Bah dalam sesi pembentangan kertas kerja, yang pandangan watak-watak tersebut rata-rata mempertikaikan gagasan persuratan yang dikemukakan oleh Awang. Kehadiran watak-watak tersebut juga menarik untuk dibincangkan kerana ia membolehkan novel untuk mengisi 'ruang naratif'nya dengan penjelasan dan huraian lebih terperinci melalui watak Awang, dalam konteks untuk menjawab kritikan-kritikan tersebut. Penggembleran untuk tujuan ini, umpamanya lebih ketara apabila novel mempertemukan Awang dengan watak-watak wartawan yang mengemukakan soalan-soalan provokatif terhadap idea-idea persuratannya. Strategi yang meletakkan Awang pada posisi yang 'perlu membela' (*defensive*), dengan mudah memberikan kesempatan kepada novel untuk mengisi 'ruang naratif'nya dengan hujah-hujah yang merupakan jawapan serta tangkisan terhadap kritikan-kritikan yang diutarakan. Pada tahap ini, penting untuk difahami bahawa 'ruang naratif' yang sebelum ini diisi dengan kehadiran watak-watak yang berkomunikasi dengan Awang, kemudiannya dilebarkan dengan hujah-hujah yang disampaikan sama ada melalui Awang, mahupun watak-watak lain.

Selain daripada watak dan perwatakan, pengisian 'ruang naratif' *Pujangga...* didapati turut melibatkan penggembleran peristiwa. Sesuai dengan matlamat untuk mengejapkan 'paksi naratif', iaitu cita-cita dan perjuangan Awang, peristiwa-peristiwa dalam novel dipilih berasaskan fungsinya bagi menceritakan kisah perjalanan hidup Awang dalam mengejar cita-cita dan perjuangan hidupnya. Untuk itu, novel memilih urutan peristiwa secara kronologi. Adalah jelas daripada analisis ini bahawa pemilihan peristiwa-peristiwa untuk diisi ke dalam 'ruang naratif' novel dilakukan berasaskan kesesuaiannya dengan fasa-fasa perkembangan usia dan kematangan Awang, seperti yang telah dijelaskan sebelumnya. Hal ini jelas apabila novel memilih sesi usrah atau perhimpunan antara ahli keluarga serta perbualan santai yang kebanyakannya diterajui oleh Tok Ayah dengan disertai oleh anak serta cucu-cucunya, sebagai peristiwa yang mengisi fasa usia Awang ketika kanak-kanak. Selain

itu, perkara-perkara yang dibangkitkan dalam peristiwa-peristiwa tersebut juga bersesuaian dengan perkembangan usia Awang. Misalnya, novel memilih untuk membangkit, membincang dan seterusnya membereskan terlebih dahulu soal cita-cita pada fasa zaman kanak-kanak Awang. Begitu juga dengan fasa kedua, iaitu zaman remaja Awang, yang memperlihatkan pemilihan peristiwa-peristiwa yang menceritakan detik-detik pengenalan Awang dengan Tengku Aini Faridah dan Azizah, perkembangan pelajaran serta kehidupan mereka di luar negara. Menarik juga dinyatakan bahawa novel turut memilih untuk mengisi fasa kedua ini dengan peristiwa lawatan Awang ke Andalus dalam perjalanan pulang ke Malaysia, yang kemudiannya dimanfaatkan bagi menghadirkan wacana tentang kegemilangan tamadun Islam Andalus. Apa yang terkesan daripada pengisian peristiwa tersebut ialah usaha novel untuk mengimbangi 'ruang naratif'nya dengan peristiwa yang dapat menghadirkan wacana, selepas mengisinya dengan cerita-cerita tentang perhubungan antara Awang, Aini Faridah dan Azizah. Dalam fasa seterusnya iaitu alam perkahwinan Awang, novel memperlihatkan usaha untuk mengisi 'ruang naratif'nya dengan peristiwa-peristiwa yang berlaku dalam rumah tangga Awang-Aini Faridah, konflik perkahwinan dan seterusnya perceraian mereka. Analisis mendapati bahawa setelah mengisi 'ruang naratif'nya dengan peristiwa-peristiwa tersebut, novel memilih untuk menumpukan perhatian terhadap soal penulisan novel Awang yang digambarkan menjadi cara untuk protagonis tersebut melupakan soal kegagalan rumah tangganya. Peralihan tumpuan ini memungkinkan novel untuk menghadirkan wacana tentang proses kreatif sesebuah novel, terutamanya tentang konsep, kedudukan dan pembikinan cerita mengikut falsafah persuratan Awang. Apa yang lebih penting untuk diamati ialah bagaimana peristiwa yang seterusnya, iaitu pengenalan Awang dengan Aisyah di Amerika Syarikat serta perkahwinan mereka, dijadikan sebagai peristiwa yang dapat memungkinkan kemasukan wacana-wacana selanjutnya tentang proses kreatif Awang. Hal ini jelas apabila novel kemudiannya menceritakan tentang kegemaran baru Awang dengan isterinya, iaitu bercerita tentang proses penulisan novel. Apa yang jelas daripada pemilihan peristiwa-peristiwa tersebut ialah usaha novel yang cenderung untuk mencipta kesempatan bagi mewajarkan wacana-wacana diisi ke dalam 'ruang naratif'nya.

Seterusnya, pemilihan peristiwa dalam fasa-fasa yang selanjutnya juga memperlihatkan keprihatinan yang sama, dan ini dimungkinkan lagi dengan tumpuan novel seterusnya terhadap soal kerjaya Awang sebagai sarjana dan kematangannya sebagai pengarang. Tumpuan tersebut dengan sendirinya membolehkan novel mengisi fasa-fasa tersebut dengan peristiwa-peristiwa seperti perbincangan dan temu bual dengan pelajar, forum, seminar, pembentangan kertas kerja dan sidang akhbar, yang kesemuanya melibatkan Awang sama ada sebagai subjek utama, sampingan atau pemerhati. Hal ini sekali gus menjadikan fasa-fasa yang terakhir sarat dengan pengisian wacana, berbanding cerita, seperti yang akan dibincangkan pada bahagian yang selanjutnya. Pada tahap ini, memadai untuk dijelaskan bahawa wacana-wacana yang mengisi 'ruang naratif' novel rata-rata bersesuaian dengan peristiwa-peristiwa yang mengisi fasa-fasa dalam kehidupan Awang. Hal ini umpamanya ketara pada bahagian 'Tampang Sasterawan' yang merupakan fasa yang menceritakan soal kerjaya Awang sebagai sarjana. Bahagian ini sarat diisi dengan wacana-wacana tentang falsafah dan konsep persuratan. Begitu juga dengan fasa kehidupan kelamin Awang sebagai pengarang yang beristeri empat pada bahagian 'Wajah Pendeta', kebanyakannya diisi dengan wacana-wacana berkenaan poligami Islam. Dalam hal ini, penggemblengan peristiwa untuk tujuan membangkitkan beberapa wacana atau isu lain dalam novel juga ketara apabila pemilihan peristiwa pergeseran rumah tangga ibu bapa Awang memberikan laluan terhadap kehadiran wacana tentang tanggungjawab dan kemuliaan wanita, peristiwa pertemuan Awang dan Salasiah di hotel yang membangkitkan isu politik wang, peristiwa pembunuhan Bakhtiar yang hadir bagi menjelaskan soal kekotoran dunia politik serta peristiwa kekecohan di tapak Universiti Darul Naim yang menjelaskan tentang perlunya ditegakkan keadilan dalam sistem perundangan negara. Seterusnya, pengisian wacana/isu tersebut ke dalam 'ruang naratif' novel memperlihatkan dengan jelas bagaimana kehadiran peristiwa mewajarkan penggemblengan wacana, yang kemudiannya melebarkan 'ruang naratif' novel, dan sekali gus menambah jumlah halaman novel. Dengan kata lain, analisis ini mendapati bahawa penggemblengan 'isian cerita' seperti watak dan peristiwa dalam *Pujangga...* dilakukan bagi mewajarkan kehadiran 'isian wacana', dan bukannya semata-mata untuk memenuhi keperluan cerita.

### PENGGEMBLENGAN 'ISIAN WACANA'

Seperti yang telah dinyatakan dalam analisis sebelumnya, selain 'isian cerita', 'isian wacana' juga didapati hadir 'ruang naratif' *Pujangga....* Analisis juga mendapati bahawa penggembelangan 'isian cerita' dilakukan untuk mewajarkan kehadiran 'isian wacana'. Pengamatan awal mendapati bahawa kesemua idea, buah fikiran dan wacana yang dihadirkan rata-rata dipayungi oleh satu kerangka pemikiran, iaitu kerangka *Taklif* yang merujuk keterikatan manusia di sisi Islam dengan Pencipta mereka, yakni Allah SWT.<sup>7</sup> Berasaskan kerangka ini, idea-idea tentang politik dan pentadbiran, ekonomi, kesenian, sosial termasuklah soal poligami dan kekeluargaan diberikan huraian, tafsiran dan penghujahan. Hal ini termasuklah idea penting yang mendominasi hampir keseluruhan 'ruang naratif' novel, iaitu idea tentang persuratan yang juga terangkum di dalamnya persoalan-persoalan seperti epistemologi ilmu, hakikat Qalam, dan konsep *style* serta kreativiti di sisi Islam.<sup>8</sup>

Seterusnya, perbincangan akan meneliti soal penggembelangan idea-idea tersebut ke dalam 'ruang naratif' novel. Pengamatan awal mendapati idea-idea tersebut diberikan perhatian yang sewajarnya, sekurang-kurangnya tidak dilontarkan untuk kemudiannya dikesampingkan begitu sahaja. Hal ini umpamanya jelas apabila novel buat pertama kalinya membangkitkan idea tentang cita-cita dan kerjaya yang diukur berasaskan kerangka *Taklif*. Berasaskan kerangka ini, *Pujangga....* mengajukan pandangan bahawa tugas sebagai seorang pengarang merupakan cita-cita dan kerjaya yang kedua mulia selepas kerjaya guru di sisi Islam, kerana peranannya yang penting dalam penyebaran ilmu pengetahuan. Lanjutan itu, novel memperuntukkan bahagian yang agak lumayan dalam 'ruang naratif'nya, iaitu lebih 38 halaman daripada bahagian 'Jejak Warisan' bagi membereskan idea tentang

keutamaan menjadi pengarang di sisi Islam. Selanjutnya, idea tentang keutamaan menjadi pengarang ini kemudiannya diperkembangkan, sejajar dengan fasa-fasa yang berubah mengikut perkembangan usia Awang. Dalam konteks ini, idea tersebut tidak lagi diwacanakan secara langsung (sebagaimana yang dilakukan dalam 38 halaman awal), sebaliknya diserapkan sebagai idea asas yang mengisi hampir keseluruhan 'ruang naratif' novel. Hal ini umpamanya jelas apabila bahagian-bahagian seterusnya menumpukan pada soal persiapan Awang ke arah cita-cita tersebut, dan selanjutnya proses kematangannya sebagai pengarang. Tumpuan ini sekali gus menjadikan wacana-wacana yang dibangkitkan selepas 38 halaman yang awal, seperti wacana epistemologi ilmu, falsafah serta konsep persuratan dan sastera, konsep *Qalam* serta kreativiti, sebagai huraian serta pengukuhan terhadap soal cita-cita dan kerjaya pengarang, seperti yang akan dibincangkan lebih lanjut nanti. Apa yang penting untuk difahami bagaimana idea-idea di atas diperkembangkan untuk mengisi 'ruang naratif' novel yang selebihnya.

Pengamatan seterusnya akan meneliti proses perkembangan idea yang mengisi 'ruang naratif' *Pujangga....* Merujuk semula pada idea tentang keutamaan sebagai pengarang, pengamatan mendapati bahawa idea tersebut pertama kalinya diutarakan pada halaman 8. Pengutaraan idea ini, kemudiannya diikuti dengan kupasan dan huraian yang berkaitan, terutamanya soal epistemologi ilmu yang mendasari kerjaya tersebut. Menarik untuk diamati bahawa novel turut memperkukuhkan huraian tersebut dengan membangkitkan beberapa nama tokoh pengarang Islam yang terkenal seperti Ibn Sina, Ibn Rushd, Abu Bakar Al-Razi dan lain-lain, serta kupasan terhadap hasil-hasil karangan mereka guna memperkukuhkan idea yang telah diutarakan. Seperti yang dinyatakan lebih awal, *Pujangga...*

<sup>7</sup> Soal keterikatan manusia dengan Allah s.w.t. yang mendasari falsafah *Taklif* telah saya bincangkan secara khusus pada kesempatan lain. Untuk keterangan lanjut, sila rujuk Mohd. Zariat Abdul Rani, *Islam Sebagai Al-Din: Beberapa Pengamatan Terhadap Pemikiran Syed Muhammad Naquib Al-Attas*. AFKAR (Jurnal Aqidah dan Pemikiran Islam, Akademi Pengajian Islam, Universiti Malaya, Kuala Lumpur), No. 4 (Mei), 2003, hlm. 29-62.

<sup>8</sup> Adalah relevan untuk diketahui bahawa selain bergiat sebagai pengkritik sastera dan penulis kreatif, Mohd. Affandi juga merupakan bekas Pegawai Tadbir Diplomatik yang telah menghasilkan tulisan-tulisan yang berkaitan dengan bidang tugasnya itu, iaitu pengurusan dan pentadbiran awam, antaranya *Pengurusan, Pentadbiran Dan Kepimpinan dalam Pembinaan Tamadun Manusia* (1985); *Beberapa Prinsip dan Ciri Utama Kepimpinan dalam Islam* (1989); & *Tawhidic Approach in Management and Public Administration: Concepts, Principles and an Alternative* (1990).

memperuntukkan jumlah halaman yang lumayan untuk membicarakan secara mendalam idea tentang keutamaan menjadi pengarang. Hal ini jelas apabila huraian dan kupasan tentang idea tersebut tidak terhenti pada takat kupasan contoh-contoh yang dikemukakan, tetapi dilanjutkan lagi pada bahagian-bahagian yang seterusnya. Hal ini jelas apabila selepas menghadirkan huraian dan kupasan tentang idea tersebut, "ruang naratif" *Pujangga*... seterusnya diisi dengan huraian serta kupasan tentang kerjaya-kerjaya selain pengarang, seperti wartawan, ahli sukan, ahli perniagaan dan sasterawan, untuk tujuan perbandingan. Sama seperti kerjaya sebagai pengarang, kerjaya-kerjaya berkenaan yang dijadikan sebagai perbandingan juga diberikan kupasan mengikut kerangka *Taklif*.

Seterusnya, dalam usaha memperkukuhkan lagi penghujahannya, analisis mendapati bahawa novel turut membahaskan falsafah dan konsep persuratan yang menunjangi tugas pengarang, dengan membandingkannya dengan falsafah dan konsep sastera yang menjadi pegangan sasterawan. Perbandingan ini mengambil ruang yang agak luas dalam 'ruang naratif' novel, dan ini jelas apabila hampir keseluruhan bahagian 'Tampang Sasterawan' digembleng sepenuhnya untuk tujuan tersebut. Dalam bahagian ini, idea-idea yang berlegar tentang falsafah dan konsep sastera seperti kreativiti, mimesis, relativiti, subjektiviti dan kebebasan berkarya (*freedom of expression*) dikupas dan ditafsirkan mengikut kerangka *Taklif*. Penggunaan kerangka tersebut dalam penilaian idea-idea di atas memungkinkan novel untuk sampai kepada kesimpulan bahawa falsafah dan konsep sastera yang bersifat imaginatif adalah bertentangan dengan falsafah dan konsep persuratan yang lebih bersifat intelektual. Pertentangan antara kedua-dua falsafah/konsep ini (persuratan *vs* sastera) diperkukuhkan apabila novel memperuntukkan banyak ruang yang diisi dengan peristiwa-peristiwa yang dapat memungkinkan pertembungan idea dan perdebatan serta bidas-membidas

antara kedua-dua falsafah/konsep tersebut, yang sekali gus membuka kesempatan yang lebih besar untuk novel memperkukuhkan ideanya tentang falsafah/konsep persuratan, dalam usaha menangkis hujah-hujah yang bertentangan. Usaha novel yang sedemikian memungkinkan idea-idea pokok tentang keutamaan menjadi pengarang yang sebelum itu sedia diberikan penghuraian, penjelasan dan pentafsiran, tetapi kemudiannya diberikan pengukuhan untuk seterusnya membentuk satu wacana ilmiah yang mantap. Perlu dijelaskan bahawa selain wacana tentang keutamaan menjadi pengarang, 'ruang naratif' *Pujangga*... turut diisi dengan idea-idea serta wacana-wacana lain, seperti wacana tentang soal kejantinaan (seksualiti), khususnya poligami Islam, kebobrokan dunia politik, keadilan ekonomi dan sosial dan lain-lain.<sup>9</sup> Hal ini dengan sendirinya bererti bahawa 'isian wacana' sarat mengisi 'ruang naratif' *Pujangga*....

Perbincangan pada tahap ini berusaha untuk menjelaskan bahawa 'ruang naratif' *Pujangga*... diisi dengan dua jenis isian yang berbeza, iaitu 'isian cerita', dan 'isian wacana'. Analisis seterusnya akan memberikan tumpuan terhadap kedudukan antara kedua-dua isian tersebut dalam 'ruang naratif'nya, guna mengenal pasti keutamaan yang diberikan oleh novel tersebut, sama ada terhadap 'ilmu', atau 'cerita'. Dalam konteks kedudukan antara kedua-dua jenis isian, pengamatan awal mendapati adanya tanda-tanda yang memperlihatkan kecenderungan novel terhadap pengemblengan 'isian wacana'. Kecenderungan ini, antaranya jelas pada tindakan novel mengulang-ulang idea-idea yang sama pada sebahagian besar 'ruang naratif'nya. Umpamanya, idea tentang falsafah/konsep persuratan diulang beberapa kali, meskipun huraian dan kupasan tentangnya telah dilakukan secara mendalam dan mencukupi pada bahagian yang sebelumnya. Selain memperuntukkan satu bahagian khusus, iaitu 'Tampang Sasterawan' yang menangani idea tersebut secara mendalam, perbincangan tentang idea tersebut juga didapati hadir pada bahagian-

<sup>9</sup> Untuk perbincangan khusus tentang wacana seksualiti dalam *Pujangga Melayu*, sila rujuk Mohd. Zariat Abdul Rani, "Wacana Seksualiti Insan dalam novel *Pujangga Melayu* oleh Mohd. Affandi Hassan", kertas kerja yang dibentangkan di *Seminar Gender dan Seksualiti*, anjuran Institut Alam dan Tamadun Melayu (ATMA), Universiti Kebangsaan Malaysia pada 10 Ogos 2004. Makalah ini, kemudiannya terbit dengan judul yang sama dalam SARI (Jurnal Alam dan Tamadun Melayu, Universiti Kebangsaan Malaysia), Vol. 24 (Julai), 2006, hlm. 121-159.

bahagian akhir cerita (hlm. 701-706), iaitu lapan halaman sebelum novel ditamatkan. Begitu juga penjelasan tentang kerangka Taklif yang diberikan pengulangan sehingga ke halaman-halaman yang terakhir, dan ini dengan sendirinya menyerlahkan strategi novel yang berusaha untuk memperkukuhkan pemahaman tentang kerangka yang mendasari keseluruhan idea yang diutarakannya. Apa yang terkesan daripada strategi yang sedemikian ialah saratnya 'ruang naratif' Pujangga... dengan idea-idea yang dihurai, dibahas dan diperkukuhkan secara berulang-ulang kali, yang kemudiannya membentuk satu wacana ilmiah yang mendominasi sebahagian besar 'ruang naratif' novel. Dominasi 'isian wacana' dalam ruang naratif Pujangga... dengan sendirinya memberikan petanda tentang keutamaan novel terhadap 'ilmu', berbanding 'cerita'.

Pemahaman di atas diperkukuhkan lagi melalui pengamatan seterusnya yang mendapati bahawa cerita dalam Pujangga... berada pada kedudukan yang subordinat, kesan daripada keutamaan yang diberikan terhadap wacana. Analisis mendapati bahawa subordinasi terhadap cerita, antaranya jelas apabila novel kurang memanipulasi konflik yang merupakan salah satu praktik yang lumrah diguna pakai bagi memajukan cerita ke hadapan. Akan tetapi, dalam Pujangga..., konflik bukan sahaja kurang mengisi 'ruang naratif'nya, tetapi dan lebih penting lagi ia mendukung fungsi yang berbeza (bukan untuk memajukan cerita ke hadapan). Hal ini umpamanya jelas pada kehadiran dua konflik, iaitu konflik rumah tangga Awang dengan Aini Faridah, dan konflik cemburu antara Aini Faridah dengan Aisyah (Mohd. Affandi Hassan, 1999b, hlm. 266). Adalah jelas daripada analisis bahawa kehadiran kedua-dua konflik tersebut berfungsi untuk menghadirkan beberapa idea dan wacana, umpamanya konflik rumah tangga Awang-Aini Faridah yang dimanfaatkan bagi menghadirkan idea tentang pergeseran nilai antara dua ideologi, iaitu feudalisme dan kerakyatan. Begitu juga konflik Aini Faridah-Aisyah yang hadir untuk menimbulkan wacana tentang persoalan cemburu

antara isteri-isteri yang dipoligamkan. Analisis juga mendapati bahawa kedua-dua konflik tersebut tidak diperpanjangkan, dikomplikasikan serta dilaikan dengan cepat, dan justeru, pengemblemannya tidak menuntut kepada jumlah halaman yang lumayan. Selain itu, subordinasi terhadap pengemblem hukum sebab-akibat juga jelas, terutamanya apabila novel meniadakan beberapa peristiwa atau babak yang mengikut praktik hukum sebab-akibat yang lumrah penting bagi menggerakkan cerita ke hadapan. Hal ini umpamanya jelas apabila peralihan cerita pada penghujung bahagian 'Jejak Warisan' ke bahagian awal bahagian 'Citra Pujangga' kelihatan agak 'melompat', kesan daripada tindakan novel yang meniadakan babak/peristiwa yang menjelaskan pilihan Awang, sama ada untuk mengahwini Aini Faridah atau Azizah, sebelumnya menyambung dengan cerita rumah tangga Awang dengan Aini-Faridah. Begitu juga babak perkahwinan Awang-Dr. Faridah dan Awang-Salasiah yang bukan sahaja tidak diperincikan, tetapi maklumat tentangnya hanya dapat diperoleh dalam perkembangan cerita yang selanjutnya, sedangkan kedua-dua maklumat tersebut, dari segi manipulasi hukum sebab-akibat yang lumrah, penting bagi mengekalkan cerita tentang kehidupan poligami Awang.<sup>10</sup> Sesungguhnya, pemilihan serta rangkaian peristiwa-peristiwa yang sedemikian dengan sendirinya menjelaskan subordinasi novel terhadap soal pengemblem hukum sebab-akibat, meskipun dalam pertimbangan yang lumrah bagi sebuah cerita tentang poligami, perkahwinan demi perkahwinan yang dilalui oleh protagonisnya (dari segi hukum sebab-akibat) penting bagi mewajarkan kehadiran peristiwa-peristiwa yang selanjutnya.

Apa yang seterusnya menarik untuk diperkatakan ialah soal ketiadaan babak-babak perhubungan seks yang detail dan eksplisit dalam Pujangga..., sedangkan tidak keterlaluan jika dikatakan bahawa bagi sebuah kisah poligami yang ditangani dalam novel setebal 714 halaman, kehadiran babak-babak sedemikian bukanlah

<sup>10</sup> Tentang perkara ini, sila lihat cerita tentang perkahwinan Awang dengan Dr. Faridah (*Pujangga Melayu*, hlm. 320-322) yang membangkitkan soal kemungkinan berlakunya perkahwinan Awang – Dr. Faridah, dan bagaimana cerita mengenainya melompat (hlm. 411). Lihat juga tentang soal perkahwinan Awang-Salasiah hanya dibangkitkan pada hlm. 454, dan kesudahan cerita mengenainya juga melompat pada hlm. 470.

sesuatu yang sukar untuk dilakukan dan seterusnya diwajibkan.<sup>11</sup> Sebaliknya, yang mengisi 'ruang naratif' novel hanyalah empat babak intim, yang setiap satunya melibatkan Awang dengan keempat-empat isterinya, yang kesemuanya ditangani secara implisit, tanpa memperagakan aksi-aksi erotik watak-wataknya.<sup>12</sup> Analisis mendapati bahawa cairnya unsur-unsur erotik dalam keempat-empat babak intim tersebut, antaranya disumbangkan melalui strategi novel yang memasukkan pelbagai bentuk sisipan, sama ada dalam bentuk kata-kata puitis, puisi atau warkah. Sisipan-sisipan tersebut sebahagian besarnya mengandungi perkara-perkara yang berkaitan dengan wacana-wacana yang dibangkitkan, dan ini dengan sendirinya mengalihkan fokus babak tersebut daripada hubungan intim suami isteri kepada wacana. Umpamanya, babak intim Awang-Dr. Faridah disisipkan warkah yang membangkitkan soal perbezaan antara falsafah persuratan dan falsafah sastera.<sup>13</sup> Sesungguhnya, pengendalian babak-babak intim dengan cara yang sedemikian bukan sahaja meleakangkan *Pujangga...* daripada manifestasi-manifestasi seks dan erotik, tetapi dan lebih penting lagi, menjelaskan subordinasi novel terhadap penggemblengan 'isian cerita' dalam 'ruang naratif'nya. Pemahaman ini memperkukuhkan dapatan bahawa penggemblengan cerita dan isian-isiannya BUKAN menjadi keutamaan dalam pengkonsepsian *Pujangga...*, yang 'ruang naratif'nya lebih sarat diisi dengan wacana.

### RUMUSAN

Dengan menerapkan PB yang dengan ketara membezakan antara 'ilmu' dan 'cerita' sebagai kerangka, analisis ini berhasil menemui beberapa perkara penting tentang penggemblengan 'ruang naratif' *Pujangga...* Analisis mendapati bahawa

novel memperlihatkan keprihatinan terhadap kemungkinan-kemungkinan yang ditawarkan oleh 'ruang naratif' bagi tujuan pengisiannya, iaitu sama ada untuk 'isian cerita', atau 'isian wacana'. Analisis juga mendapati bahawa novel telah memanfaatkan kedua-dua bentuk isian, iaitu 'isian cerita' dan 'isian wacana' guna mengisi 'ruang naratif'nya. Dalam konteks kedudukan antara kedua-dua jenis isian tersebut, analisis mendapati bahawa 'isian wacana' lebih mendominasi 'ruang naratif' *Pujangga...*, dan 'isian cerita' hanya digembleng untuk tujuan menghadirkan 'wacana'. Selain menjelaskan tentang keutamaan novel terhadap 'ilmu', dapatan-dapatan yang diperoleh di atas dengan sendirinya menyerlahkan komitmen Mohd. Affandi yang didapati berusaha untuk merealisasikan seruannya sendiri supaya karya sastera dimanfaatkan sepenuhnya sebagai wadah ilmu yang *legitimate*.

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<sup>12</sup> Sila rujuk *Pujangga Melayu* untuk meneliti babak intim Awang dengan Aini Faridah, hlm. 469; Awang dengan Aisyah, hlm. 507; Awang dengan Dr. Faridah, hlm. 606; dan Awang dengan Salasiah, hlm. 582-583.

<sup>13</sup> Soal pengendalian babak-babak intim tersebut yang banyak menggunakan teknik "sisipan" telah dibincangkan secara lebih khusus pada kesempatan lain. Sila rujuk Mohd. Zariat Abdul Rani, "Seksualiti dalam Novel Melayu: Satu Analisis Teks Berdasarkan Persuratan Baru", 2004.

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## Self-Regulated Learning in IT-integrated Learning Environment: Its Relationships with Information Literacy and Attitudes towards IT

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### ABSTRACT

Self-regulated learning is a vital skill in IT-integrated learning environment. Its importance becomes evident after the explosion of Information Technology (IT). There is now substantial body of research showing that learning in IT-integrated environment is an active, and constructive process. It may be related to the learner's self-attribute such as their information literacy and attitudes towards IT. This study aims to examine the relationships between self-regulated learning, information literacy and attitudes towards IT among smart school students. Self-regulated learning was gauged by the Motivated Strategies for Learning Questionnaire (MSLQ) while attitudes towards IT were measured with the Attitudes towards IT Scale. An Information Literacy Scale was built specifically to measure students' information literacy. Its validity and reliability were established in this study. A total of 322 students from two randomly chosen smart schools were sampled. Findings revealed that students' self-regulated learning was positively and significantly related to their information literacy ( $r=.42, p<.01$ ) and attitudes towards IT ( $r=.37, p<.01$ ). Further analyses on specific self-regulated learning strategies suggest that students' information literacy is more related to their usage of cognitive and metacognitive strategies, while attitudes towards IT is more related to the use of resource management strategies.

**Keywords:** Self-regulated learning, learning strategies, information literacy, attitudes towards IT, IT-integrated learning environment, smart schools

### INTRODUCTION

In order to keep pace with the development in Information Technology (IT), educational innovations have been undertaken in many countries around the world, including Malaysia. The Smart School Project for instance, was implemented in 1999 with the aim to systematically reinvent the teaching and learning processes in the Malaysian school system and to prepare students for the information age. There are currently 90 established smart schools in Malaysia ("Smart Use of Computers", 2004; Yaqin Ching Abdullah, 2007). These schools integrate IT into their learning materials, learning processes, and learning tasks. As such, it moves away from the conventional

school system, which focuses on teacher-centered learning, facts acquisition, memory-oriented learning, local context and textbooks (Ong, 2006; Abdul Razak Hussain, Nor Hafeizah Hassan and Shahrin Sahid, 2001). Smart schools adopt a new approach in their teaching and learning processes. It is important to highlight that the new approach emphasizes student-centered learning, knowledge construction, critical thinking, global context and the application of IT tools, such as personal computers and the Internet, in both the teaching and learning processes. This paradigm shift in the Malaysian educational system is vital, as the mainstream instructional culture lacks the substance to produce self-regulated learners

("Plan to check exam culture," 2006; Smart School Project Team, 1997; Malaysian Strategic Research Center, 1994).

#### *Self-Regulated Learning in IT-Integrated Learning Environment*

Self-regulated learners are active and constructive learners who personally initiate and direct their own learning, without relying too much on teachers, parents or other agents of instruction. These learners plan, organize, self-monitor and self-evaluate at various stages of the learning processes. They are capable of structuring the learning environment so that it will optimize their learning. In addition, self-regulated learners always perceive themselves as competent and they work hard to achieve their academic goals (Perry, Phillips and Hutchinson, 2006; Zimmerman and Schunk, 1989; Zimmerman, 1986). Other research suggested that students' self-regulatory behaviour might be enhanced by IT-integrated learning environment (Lewis and Mendelsohn, 1994; Chen, Lieberman and Paisley, 1985). This is because such environment provides students with personal computers, educational software, and Internet which support and promote self-learning ("School for Industry," 2002; Lepper and Malone, 1987; Collins, Brown and Newman, 1986; Salomon, 1985). Kenning (1996), for example, asserts that the Internet is strongly supportive of self-regulated learning as learners can study whenever they want using a potentially unlimited range of authentic materials. Moreover, they can also converse quite easily with experts in various fields or seek information from other students around the world.

#### *Self-Regulated Learning and Information Literacy*

IT has profoundly changed the methods and tools used for learning. For example, students in an IT-integrated learning environment have far greater number of information resources to learn from those in a conventional classroom. Suppose a student is asked to write a 500-word essay. If the student has no access to IT, writing this essay might involve reading and blending information from two or three sources. New technologies such as the Internet can give the student access to literary millions of documents. Working through this much materials and reducing the information to a 500-word essay requires information literacy skills. The essence of information literacy encompasses

processes such as clarifying the task, locating appropriate materials, making decisions related to their authenticity, organizing the ideas, using the information to address real-life issues, and then evaluating what has been produced (Jukes, Dosaj and Macdonald, 2000). Obviously, information literacy could help students tremendously when dealing with a great amount of information.

Thome (1996) also emphasizes the importance of information literacy. According to him, students who have to use online resources in learning must be taught to think critically and learn how to recognize bias, propaganda, and commercially driven information. Without the necessary proper skills, the bombardment of information would only be confusing, misleading, and overwhelming (Foertsch, Holum, McNabb, Rasmussen, Tinzmann, Valdez, 2002). Furthermore, Hancock (1993) and Wresch (1997) believe that students without information literacy skills would not be able to regulate their studies efficiently when they use online materials to learn and complete their individual assignments or projects. Therefore, there has been awareness of the importance of teaching students information literacy skills in order to develop individual learning. In fact, the teaching of information literacy is currently and widely recognized as an indispensable element in school curriculum (Hara, 1997). The Vancouver School Board, for an example, acknowledges the need to develop students' information literacy skills as the first priority in achieving educational goals (Hara, 1997). In short, literature reviews show that information literacy is an essential skill which students must possess, particularly when studying in an IT-integrated learning environment. This is because students with information literacy are better at accessing, processing and applying information needed for their learning tasks and assignments. In particular, having information literacy skills can contribute positively in students' self-learning and consequently make them more efficient learners (Hancock, 1993). This indirectly implies that students with information literacy may be more efficient at self-regulated learning.

#### *Self-Regulated Learning and Attitudes towards Information Technology*

The use of self-regulated learning strategies may depend on students' attitudes towards IT. This is because students' attitudes can influence

not only whether they will welcome or resist IT integration into learning settings, but also their learning behavior when using these IT tools (computers, Internet, educational and multimedia software) (Woodrow, 1991). For examples, students who enjoy using the Internet to search for information may be more incline to use these strategies to access, analyze and apply the vast amount of information which is obtained from the Internet. Conversely, students who believe that searching information from the Internet is a waste of time may spend little time and energy to process the information, thus limit the use of these learning strategies. Furthermore, students with negative attitudes towards IT may not like to use educational software to learn, and find it troublesome to type their work using computers, and feel unconfident in presenting their assignments using the multimedia software. These attitudes may negatively affect their self-efficacy, create anxiety, and consequently influence their self-regulated learning (Czaja and Sharit, 1998; Pintrich and Roeser, 1994).

In addition, literature reviews seem to suggest that students' self-regulated learning in an IT-integrated learning environment may be related to their information literacy and attitudes towards IT. Yet, very limited studies have looked into this postulation, particularly in the local context. The scarcity of standardized instruments in measuring information literacy may partly be contributed by the lack of research in this area. Hence, the objectives of this study were twofold; first, it aimed to establish an Information Literacy Scale, primarily to measure the smart school students' information literacy; and secondly, it attempted to examine the relationships between information literacy, attitudes towards IT, and self-regulated learning. The specific dimensions of self-regulated learning, which consist of (a) cognitive and metacognitive and (b) resource management, ought to be explored as they could reduce the literature gap.

## METHODS

A quantitative co-relational research design was employed to achieve the objectives of the study. The sample size was determined based on the pre-requisite for the statistical analyses. At least 300 cases were needed to run the factor analysis (Tabachnick and Fidell, 1996). Therefore, 322 students from 2 randomly chosen smart schools

were sampled in the current study. The selected schools are equipped with computers in the computer and multimedia labs (Smart School Project Team, 2002).

### *Instruments*

***Self-Regulated Learning.*** Students' self-regulated learning was measured using the adapted Learning Strategies Scale, taken from the Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich, Smith, Gracia and McKeachie, 1991). This 7-point Likert instrument measured the use of self-regulated learning strategies by selected students. Prior to data collection, items in the scale had to be modified and translated into Malay Language, so they could be applied in the local context. Under the learning concept of the smart schools, individual assignment is an integral aspect of learning as it promotes students' abilities to self-direct. Six extra items were also constructed by the researchers to gauge the students' usage of self-regulated learning strategies in completing their assignments. The revised instrument comprised of 56 items. After running the Cronbach's alpha analysis, the scale was confirmed to be a highly reliable instrument, with an alpha coefficient of .92 to be employed in the current study.

***Attitudes towards IT Scale.*** The attitude towards IT Scale was also examined to measure the students' affective, cognitive and behavioral attitudes towards the application of computers and Internet in their learning. For this purpose, the scale was adapted from Wong's (2002) Attitudes towards IT Subscale and Jones and Clarke's (1994) Computer Attitudes Scale for Secondary Students. A panel of experts in the field of Educational Technology had verified the content validity of the scale, and every item was also checked by language experts. Its construct validity was established by the factor analysis. In addition, the Cronbach's alpha analysis confirmed that it was highly reliable, with an alpha coefficient of .83.

***Information Literacy.*** Data for information literacy was gauged using the Information Literacy Scale. This is a self-report, which uses a 7-point Likert instrument, developed by the researcher to measure students' abilities in managing information from the Internet. This scale was written in the Malay Language. According to Jukes, Dosaj and Macdonald (2000), there are

five important aspects in information literacy; these are forming key words, finding information, analyzing information, applying information and assessing information skills. These five aspects formed the basis for the content specification and guided the researcher in items construction. The Information Literacy Scale comprises of 10 items which were used to measure a single construct, information literacy. A panel of experts in the field of Educational Technology had verified the content of Information Literacy Scale. Each item had also been checked by the language experts. Even so, given that this was a newly constructed scale, the factor analysis and Cronbach's alpha ( $\alpha$ ) analysis were carried out to ensure the validity and reliability of the instrument. The outcomes of these analyses would be discussed in the section on results.

## RESULTS AND DISCUSSION

### *The Reliability and Construct Validity of the Information Literacy Scale*

One of the most commonly used reliability coefficients is Cronbach's alpha, which is based on the average correlation of items within a test. This analysis determines how all items within the instrument measure the same construct (Sweet and Grace-Martin, 2003). In this study, the alpha coefficient for the Information Literacy Scale was found to be .83. According to DeVellis's (1991) guidelines, the obtained value suggested that the scale was highly reliable.

The construct validity of the Information Literacy Scale was statistically established statistically the factor analysis. The assumptions and practical considerations, underlying the application of the factor analysis, were examined before the analysis was conducted. Based on various visual displays such as histogram, stem-and leaf plot, normality probability plot, detrended normal plot and box plot, the data was found

to be normally distributed. The researchers also examined the suitability of the data, for the factor analysis, using the correlation matrix. At the same time, the strength of the intercorrelations among the items was also examined using this matrix. The results showed that a number of correlations exceeded .30; thus it was found to be suitable for factoring. The measurement of the sampling adequacy was also displayed by the anti-image correlation matrix. For this purpose, the variables with a measure of sampling adequacy which were below the acceptable level of .50 should be excluded from the factor analysis. The anti-image correlation matrix revealed that all the values were above the acceptable level of .50; these provided further evidence that the items were factorable. In addition, two statistical measures were also generated by SPSS to help assess the factorability to the data; these were the Bartlett's test of sphericity and Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy. The Bartlett's test of sphericity was found to be significant at .01, suggesting that there was no zero correlation and the Kaiser-Meyer-Olkin measure of sampling adequacy was indicated as .86; the value which is greater than .60, i.e. the minimum value required in running a factor analysis. Therefore, it is appropriate to proceed with the factor analysis.

The examination of the initial statistics revealed that the items included in the Information Literacy Scale did not load on a single factor, as postulated by the researcher. The results derived from the extraction of the common factors are shown in Table 1.

In fact, these items loaded on three factors and were accounted for 63% of the variance. Each of the factors had eigenvalues of 1 and above. The eigenvalues greater than one were accepted for the latent root criterion as recommended by Hair, Anderson, Tatham and Black (1992). The scree plot in *Fig. 1* graphically displays the eigenvalues

TABLE 1  
Results for the extraction of common factors in information literacy scale

Factors	Eigenvalues	Percentage of Variance	Cumulative Percentage
I	4.14	41.41	41.14
II	1.10	11.08	52.49
III	1.00	10.01	62.50

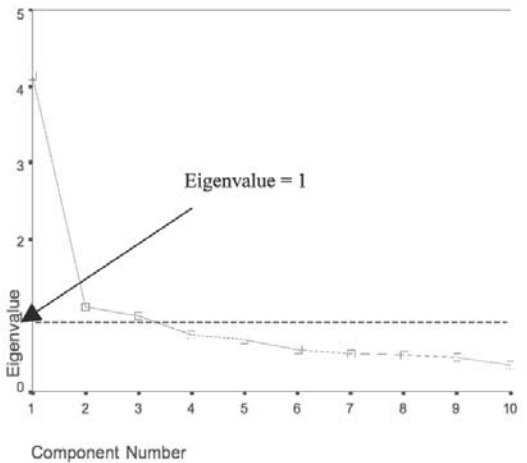


Fig. 1: Scree plot of the factors in information literacy scale

for each factor. The factors above the inflection point of the slope should be retained. The scree plot suggested that a single factor solution, more appropriate as Factor I, was a predominant factor.

However, the researcher decided to retain Factors II and III, due to the fact that Factor I was only represented by three items, whereas a three-factor solution covered all the items in

the scale. Furthermore, Factor II and III are interpretable and have eigenvalues greater than 1. The item loadings on Factors II and III are above .50 (Table 2), indicating that these loadings are very significant (Hair *et al.*, 1992). In this case, a three-factor solution is more appropriate. Varimax rotation method was used to assist the interpretation of the factors. Based on the rule of thumb proposed by Hair *et al.* (1992), the factor loadings of .30 or higher were accepted. The result of this analysis is showed in Table 2 below.

Items with multiple loadings were placed under the factor which yielded the highest loadings. The rotated solution indicated that Factor I consisted of items 8, 9, and 10. This factor was labeled as Apply Information, given that these items were measuring the students' ability to *apply* information. On the other hand, Factor II consisted of items 5, 6, and 7, which were meant to measure the students' ability to *process* information. Thus, it was labeled as Process Information. Factor III consisted of items 1, 2, 3, and 4. Further examination of these items showed that they were measuring the students' ability to *access* information. Consequently, Factor III was labeled as Access Information. In conclusion, items included in the Information Literacy Scale did not load on a single factor, as postulated by

TABLE 2  
Factor loading matrix using principal component analysis with varimax rotation on factors in Information Literacy Scale

Items	Factor I	Factor II	Factor III
INFOR1		.415	.584
INFOR2	.402	.356	<b>.561</b>
INFOR3			<b>.796</b>
INFOR4	.305		<b>.676</b>
INFOR5		.798	
INFOR6	.310	<b>.692</b>	
INFOR7		.778	
INFOR8	<b>.796</b>		
INFOR9	<b>.695</b>		
INFOR10	<b>.799</b>		

Note: Only loadings above .3 are displayed.

Factor I : Apply Information

Factor II : Process Information

Factor III : Access Information

the researcher. This scale could be divided into three dimensions; literacy in applying, processing and accessing information. In this study, the Information Literacy Scale was analyzed as a single construct.

*The Relationships between Self-Regulated Learning, Information Literacy and Attitudes towards IT*

The relationships between information literacy, attitudes towards IT, and self-regulated learning were investigated using the Pearson product-moment correlation coefficient. The interpretation on the strength of the correlation was based on the guidelines proposed by Cohen (1988). Table 3 shows that both information literacy ( $r=.42$ ,  $p<.01$ ) and attitudes towards IT ( $r=.37$ ,  $p<.01$ ) were positively and significantly related to self-regulated learning. The strength of the correlation between these two variables with self-regulated learning was medium, based on Cohen's (1988) guidelines.

The strength of the correlation, however, was expected to be higher. This was due to the fact that it was suggested in the literature review that information literacy and attitudes towards IT could be the determinants of self-regulated learning, particularly in the IT-integrated learning environment such as the smart schools (Foertsch, Holum, McNabb, Rasmussen, Tinzmann, Valdez, 2002; Woodrow, 1991). The integration of technology in the sampled schools might have contributed to the obtained results. Nevertheless, it is important to highlight that in this study, the randomly chosen smart schools only had a low level of technology integration. Currently, close to 90% of the Malaysian smart schools are categorized as low technology-integrated schools. These schools are only equipped with computers in the computer and multimedia labs. Hence, the strength of the association between self-regulated learning, information literacy, and attitudes

towards IT could be stronger, if the schools involved had higher levels of IT-integration.

To self-regulate efficiently in the IT-integrated learning settings, such as the smart schools, students would have to be equipped with a competency in processing information from different sources, particularly from the Internet. The smart school project signifies a dramatic change in the Malaysian educational system, whereby information technology is utilized in every aspect of education. Students are no longer being passively 'instilled' with information and knowledge. In fact, they have to actively be involved in knowledge construction and self-regulating their own learning activities. Based on these reasons, providing students with information literacy is crucial in order to develop a self-regulated learning among them. Information literacy is about recognizing the nature and extent of the information needed to accomplish a task and also the ability to access, analyze, and apply information. This skill may help smart school students to complete their learning tasks or assignments more efficiently, independently and proactively. As such, smart school teachers need not to spoon-feed students with facts or information; on the contrary, they are rather required to play a facilitative role in the teaching and learning processes. This view is supported by the results of this study, which found that self-regulated learning is positively related to information literacy.

Information literacy skills can be taught during formal teaching and learning lessons or during extra lessons. Given the fact that the smart school project also involves primary schools, the teaching of such skills should begin as early as possible. This is in accordance with the current focus of the early childhood education on the development of students' information literacy skills, from the time they enter formal school

TABLE 3  
Correlation between information literacy and attitudes towards IT with self-regulated learning

Variables	Self-Regulated Learning
Information Literacy	.42**
Attitudes towards IT	.37**

\*\* Correlation is significant at .01 level (1-tailed).

programs (Berthelsen, Halliwell, Peacock, Burke, and Ryan, 2004). Without proper guidance, young students may encounter difficulties in managing the enormous amount of information from the Internet, and the available educational software. Smart school teachers and administrators must be made aware of the importance of information literacy, so that necessary actions could be taken to teach information literacy skills.

Apart from information literacy, positive attitudes towards IT may also ensure students' abilities to self-regulate in smart schools. These attitudes can be described as learned predisposition to respond in a consistently favourable or unfavourable manner towards the usage of personal computers, educational software, and the Internet. The results gathered in this study showed that smart schools students would self-regulate more often as their attitudes towards IT improved. This also means that students with positive attitudes towards IT will always welcome the integration of IT into their learning settings. They will be able to utilize the facilities provided to assist them in self-learning. These students are also more confident in using the computer, surf the Internet more frequently and are capable of using various software to help them complete their learning activities (Francis, 1994; Jones and Clarke, 1994; Eagly and Chaiken, 1993). For these reasons, teachers should constantly encourage and guide students, particularly those from the rural areas, in using the various IT-tools provided.

Every effort should be taken so as to avoid the development of negative attitudes towards IT among students. For instance, teachers must ensure that students are familiar with software such as Microsoft Words, Power Point, Micromedia Flash or Easy Web Editor, before requiring them to use these software for their assignments and presentations. In addition, they should never

assume that students have basic knowledge in this area. If students are not confident in using any of the software in completing their presentations or assignments, they may feel humiliated or have low self-efficacy and thus develop negative attitudes towards IT. To avoid this problem, lessons can be provided to those students who may need help. These lessons can be conducted by teachers or other smart school IT coordinators.

Table 4 shows the relationships between information literacy and attitudes towards IT, with the two dimensions of self-regulated learning, cognitive and metacognitive self-regulation and resource management self-regulation. The Pearson product-moment correlation coefficient analyses revealed that information literacy and attitudes towards IT were positively and significantly related to these dimensions. The strength of the correlation between information literacy with cognitive and meta-cognitive self-regulation was medium ( $r=.35$ ,  $p<.01$ ). Information literacy, however, was found to have a low or small strength correlation with resource management self-regulation ( $r=.29$ ,  $p<.01$ ). Conversely, the attitudes towards IT were more related to resource management self-regulation. Similarly, the strength of the correlation between students' attitudes towards IT with resource management was medium ( $r=.34$ ,  $P<.01$ ). However, its relationships with the cognitive and metacognitive self-regulation was slightly lower ( $r=.31$ ,  $p<.01$ ).

The results discussed above demonstrated that information literacy had a higher association with cognitive and metacognitive self-regulation as compared to resource management self-regulation. Information literate students may be more inclined to use various cognitive and metacognitive strategies such as rehearsal, elaboration, organization, critical thinking and

TABLE 4  
Correlation between information literacy and attitudes towards it  
with the dimensions of self-regulated learning

Variables	Information Literacy	Attitudes towards IT
Cognitive and Metacognitive Self-Regulation	.35**	.31**
Resource Management Self-Regulation	.29**	.34**

\*\* Correlation is significant at .01 level (1-tailed).

metacognitive strategies. In other words, these students may be more competent to self-regulate their assignments and exercises completion as well as examinations revisions. In completing their assignments for instance, students need to use organizational and critical thinking strategies to systematically organize information, connect it with their existing knowledge and apply it into their assignments. More individual assignments should be given to students so that they have the opportunities to practice cognitive and metacognitive self-regulation.

The relationship between resource management self-regulation and information literacy was rather weak. However, it was more related to attitudes towards IT. Students with positive attitudes towards IT might be more willing to structure and manage their own learning environments and resources. This is possible as attitudes towards IT could influence not only whether students would welcome or resist IT-integration into learning settings, but also their learning behavior (Woodrow, 1991). Thus, smart school students with positive attitudes towards IT might have higher motivation and willingness to plan their studies, organize their learning environment, and seek help if they faced any difficulties in using computer software or hardware. These results further demonstrated that students' attitudes towards IT must be taken into consideration in the teaching and learning processes.

## CONCLUSIONS

This study has developed an Information Literacy Scale to measure information literacy among Malaysian smart school students. A panel of experts in education verified the content validity of the scale and every item was checked by the language experts. In addition, factor analysis was performed to establish its construct validity. This analysis confirmed that the Information Literacy Scale is a valid instrument. It also revealed that the scale is not a single dimensional instrument as postulated by the researchers. The scale was made up of applying, processing and accessing information dimensions. The Cronbach's alpha analysis further demonstrated that the newly developed scale yielded an alpha coefficient of .83, and thus it is reliable. Based on the reasons discussed above, the Information Literacy Scale could be used to measure information literacy in the local context.

This study also looked into the relationships between the students' information literacy and attitudes towards IT with their self-regulated learning. Both these variables were found to be positively and significantly related to self-regulated learning. These factors must be taken into considerations if teachers wished to improve their students' self-regulated learning in IT-integrated learning environments, such as the smart schools. In other words, by improving students' information literacy and cultivating positive attitudes towards IT, teachers might be able to improve students' self-regulated learning.

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## **Proses Pemahaman daripada Perspektif Metakognitif dalam Kalangan Pelajar Universiti**

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### **ABSTRAK**

Pemahaman teks merupakan matlamat utama yang ingin dicapai dalam proses membaca. Bagi pelajar universiti, keupayaan memahami teks selalunya dikaitkan dengan bidang pengajian mereka. Dengan menggunakan pemikiran kritis dan analitis, pelajar selalunya mempunyai perspektif yang berbeza-beza tentang penggunaan metakognisi semasa membaca. Sesetengah pelajar menghadapi masalah dalam membina kefahaman ketika membaca teks dan mereka juga menghadapi kesukaran untuk menggunakan strategi membaca secara spesifik. Kajian ini dijalankan untuk meneliti perspektif pelajar universiti terhadap proses pemahaman teks dengan menggunakan pendekatan kajian secara kualitatif. Lapan orang pelajar yang mengikuti program bachelord pendidikan menyertai kajian ini. Data kajian diperoleh melalui temu bual, analisis dokumen dan pemerhatian. Dapatan kajian mendapati pelajar mempunyai perspektif metakognisi yang pelbagai dalam menterjemahkan keupayaan pemahaman terhadap teks. Perbezaan perspektif juga dipengaruhi oleh strategi membaca yang digunakan, tahap kepayahan teks, jenis teks, dan persepsi responden terhadap teks yang dibaca.

### **ABSTRACT**

Comprehending text would be the major aim in a reading process. For students at tertiary levels, the ability to comprehend is normally associated with their field of study. By applying critical and analytical thinking, students would normally have various perspectives about the application of meta-cognition in reading. Some students face difficulty in developing comprehension while reading text and they also find it difficult to apply specific reading strategy. This study is conducted to examine the perspective of university students about text comprehension using a qualitative research approach. Eight students enrolled in the bachelor in education programme participate in this study. Data was obtained through interviews, document analysis, and classroom observation. The findings indicate that students have various meta-cognition perspectives in interpreting comprehension ability of a text. The difference in perspective is also influenced by the reading strategies used, the level of text difficulty, type of text and students' perception of the text read.

**Kata kunci: Membaca, metakognitif, teks akademik**

### **PENDAHULUAN**

Membaca adalah gerbang kepada pembelajaran dan bersesuaian dengan tuntutan ke arah pembentukan masyarakat bermaklumat. Kebolehan membaca akan membantu penguasaan ilmu pengetahuan dengan lebih berkesan kepada

pelajar. Dalam konteks pembelajaran di institusi pengajian tinggi, proses membaca yang dilalui pelajar bukan sekadar untuk memahami teks secara literal tetapi juga pada tahap inferensial. Untuk mencapai tujuan tersebut, pembaca tidak sekadar memahami secara eksplisit tetapi

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menganalisis makna teks secara mendalam (Walker, 2000).

Membaca bukan sekadar menunjukkan keupayaan menyatakan secara verbal perkataan yang terdapat di dalam teks, tetapi merangkumi keperluan pembinaan makna melalui inferens dan interpretasi teks (Pearson, 1985). Menurut Pearson lagi, proses membaca dikaitkan dengan revolusi pemahaman (*the comprehension revolution*). Untuk mencapai tujuan tersebut, perubahan paradigma terhadap membaca perlu dilakukan iaitu daripada pandangan tradisional membaca yang berasaskan behaviorisme kepada yang lebih komprehensif dengan penekanan kepada kognitif.

Sehubungan itu, proses membaca menekankan penguasaan sesuatu maklumat yang diperoleh daripada teks dengan matlamat akhirnya untuk difahami. Untuk memahami teks dengan baik, pembaca perlu memiliki sejumlah pengetahuan lalu yang tersimpan di dalam ingatan jangka panjang yang diorganisasikan melalui pemprosesan maklumat (Woolfolk, 2004). Di samping itu, pembaca yang lebih matang lebih berkebolehan untuk membina makna dan faktor ini juga mempengaruhi pemahaman mereka (Dagostino dan Carifio, 1994). Hal ini disebabkan kebolehan membina makna dalam pemahaman sering dikaitkan dengan aspek kognitif yang secara umumnya melibatkan kebolehan pembaca mengawal proses membaca.

#### *Metakognitif dalam Membaca*

Sejak dua dekad yang lalu, perbincangan secara teoretikal dan eksperimental tentang metakognitif merupakan tema popular dalam penyelidikan berkaitan membaca (Flavell, 1976; Brown, 1985; Garner, 1987; Larson *et al.*, 2004).

Konsep metakognitif dianggap kabur dan sukar untuk diterjemahkan (Flavell, 1981; Berkowitz dan Cicchelli, 2004). Secara umumnya, metakognitif dapat diperjelaskan dengan mengemukakan soalan-soalan bagi tujuan menghuraikan perkara tersebut seperti; “Apakah langkah-langkah yang anda fikirkan untuk mencari punca berlakunya proses tersebut?”; “Bagaimanakah anda membezakan antara perenggan pertama dengan perenggan kedua?; “Mengapakah anda menggunakan kaedah membaca tersebut?; “Adakah anda berpuas hati dengan jawapan yang diperoleh?” (Devine, 1993; Boulware-Gooden *et al.*, 2007).

Metakognitif berkaitan pemikiran seseorang tentang sesuatu. Perbincangan tentang cara

seseorang berfikir tentang berfikir (*thinking about thinking*) telah mula diperkatakan sejak zaman Plato dan Aristotle. Sehubungan itu, Flavell (1976) telah memperkenalkan konsep berfikir atau mengawal cara dan proses belajar. Seterusnya Flavell mengembangkan aspek ini dengan mengemukakan teori metamemori untuk menjelaskan perkembangan bahasa kanak-kanak dan strategi mengaplikasikan untuk mengingat kembali. Dalam hubungan ini, kanak-kanak didapati gagal untuk mengaplikasikan strategi mengingat kembali maklumat disebabkan kekurangan kesedaran terhadap usaha untuk membentuk proses mengingat kembali yang efektif.

Walaupun terminologi metakognitif adalah baru, konsepnya telah lama diketahui dan diguna pakai. Penyelidik-penyelidik telah menyedari bahawa membaca meliputi aktiviti merancang, memeriksa dan menilai yang berkaitan dengan kemahiran metakognitif (Houtveen dan Grift, 2007). Kajian tentang pengetahuan metakognitif dan kaitannya dengan tingkah laku membaca kebelakangan ini berfokus kepada tiga pemboleh ubah utama iaitu pemboleh ubah personal, pemboleh ubah tugasan dan pemboleh ubah strategi (Carreker, 2004).

Konsep metakognitif juga secara umumnya terhasil berdasarkan teori pemprosesan maklumat (Anderson, 1991). Menurut beliau, dalam memproses maklumat, metakognitif berperanan untuk mendapatkan maklumat yang diakses dengan lebih bermakna dan pembaca sedar berlakunya proses mendapatkan maklumat tersebut. Semasa membaca, pembaca akan melakukan proses mengenal dan mentafsirkan maklumat secara bersistem serta menggunakan prosedur yang telah biasa digunakan. Penggunaan metakognitif dapat membantu pembaca membina model proses pengawalan kognitif dengan strategi yang bersifat fungsional dalam penyelesaian masalah (Woolfolk, 2004).

#### *Pernyataan Masalah*

Pemahaman membaca merupakan asas kepada kejayaan pembaca meneroka ilmu yang terkandung di dalam sesebuah teks. Masalah yang sering dihadapi oleh pembaca ialah kurangnya penguasaan dari segi konsep dan proses pemahaman yang berlaku semasa membaca. Hal ini wujud disebabkan pembaca sering membuat andaian bahawa membaca merupakan proses yang berlaku secara automatik dan pemahaman akan wujud serentak dengan

pembacaan (Peeverly *et al.*, 2002). Bagi pelajar universiti, masalah strategi untuk memahami teks terutama yang di luar bidang pengajian sering mengganggu kelancaran pemahamannya. Di samping itu, pelajar sering tidak memiliki strategi pemahaman yang tekal semasa menghadapi teks akademik. Hal ini menyebabkan pembaca tidak aktif dalam meneroka kandungan teks dengan lebih komprehensif.

### OBJEKTIF KAJIAN

Objektif kajian ini adalah untuk mengkaji proses pemahaman membaca daripada perspektif metakognitif dalam kalangan pelajar universiti

#### *Soalan Kajian*

Bagaimanakah pembaca menggunakan strategi metakognitif dalam proses pemahaman teks?

### METODOLOGI KAJIAN

Kajian ini menerapkan pendekatan kualitatif dengan menggunakan kaedah temu bual, pemerhatian, dan penulisan jurnal. Pertimbangan penggunaan pendekatan ini dibuat berdasarkan kesesuaiannya dengan objektif dan soalan kajian. Kajian berkaitan proses dan amalan membaca pelajar perlu dihuraikan berdasarkan pelbagai realiti dalam latar yang sebenarnya.

Dalam kajian ini, responden terdiri daripada lapan pelajar di Fakulti Pengajian Pendidikan, Universiti Putra Malaysia. Mereka merupakan pelajar Melayu yang sedang mengikuti kursus Bachelor Pendidikan (Pengajaran Bahasa Melayu sebagai Bahasa Pertama) secara sepenuh masa sebagai persediaan untuk menjadi guru yang berkelayakan. Mereka dinamakan sebagai R1, R2, R3, R4, R5, R6, R7, dan R8.

Pengkaji menggunakan dua buah teks untuk dibaca oleh responden kajian. Teks pertama bertajuk *Jati Diri Melayu pada Alaf Baru* ditulis oleh Hassan Ahmad. Teks tujuh muka ini surat mengandungi 1584 patah perkataan dengan 28 paragraf. Teks berdasarkan satu ucapan yang beliau sampaikan kepada pelajar-pelajar universiti dan disiarkan dalam akhbar *Utusan Malaysia* bertarikh 24 Ogos 2003. Teks kedua pula bertajuk *Perdagangan yang Lebih Bebas atau Perlindungan Perdagangan?* ditulis oleh Wong Hock Tsen. Teks tersebut disiarkan dalam majalah *Dewan Ekonomi* terbitan Dewan Bahasa dan Pustaka pada bulan Julai 2003 yang mengandungi 641 patah perkataan dan terkandung dalam lapan perenggan.

Data yang diperoleh dianalisis berasaskan transkrip temu bual yang dikategorikan kepada aspek yang berkaitan strategi metakognitif yang digunakan oleh responden. Pengkaji juga membuat interpretasi data daripada pemerhatian dan penelitian dokumen jurnal respons membaca. Data juga dianalisis secara triangulasi dengan mengambil kira data daripada temu bual, pemerhatian dan penulisan jurnal.

### DAPATAN DAN PERBINCANGAN

Berdasarkan dapatan kajian, pengkaji membincangkan strategi metakognitif yang digunakan oleh responden semasa membaca teks.

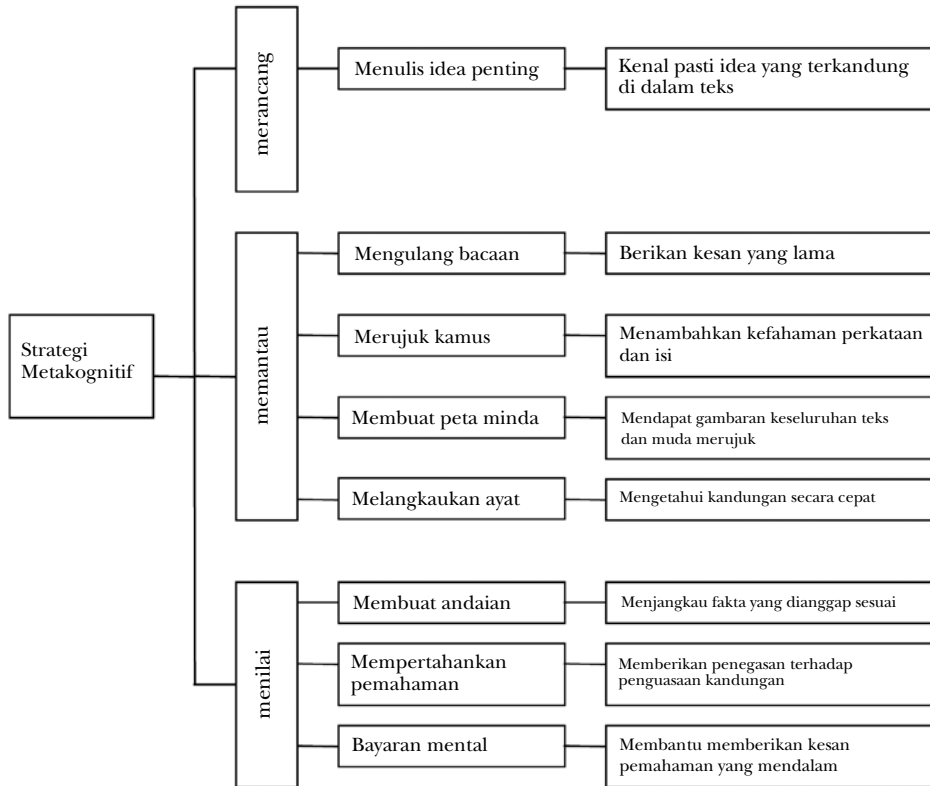
#### *Strategi Metakognitif dalam Pemahaman Teks*

Antara strategi yang digunakan oleh responden semasa membaca ialah berasaskan perancangan, pemantauan dan penilaian. Bagi setiap strategi yang digunakan, responden memberikan justifikasi yang dianggap bersesuaian dengan diri mereka. Pernyataan yang diberikan oleh responden semasa temu bual memberikan gambaran yang mereka menggunakan strategi tersebut pada masa membaca teks ketika itu. Oleh itu, faktor-faktor seperti jenis teks, minat, keupayaan membuat taakulan terhadap isi teks serta skemata yang sedia dimiliki oleh responden tersebut telah dikenal pasti. Berdasarkan dapatan kajian, pengkaji mengkategorikan strategi metakognitif seperti yang dinyatakan oleh responden kajian berdasarkan temu bual. Strategi metakognitif yang digunakan oleh responden dibahagikan kepada kategori yang disarankan oleh Beyer (1982) dan Oxford (1990) dalam Ghazali Mustapha (1998) seperti dalam *Rajah 1*.

Peringkat pelaksanaan strategi membaca boleh dibahagikan kepada tiga, iaitu peringkat perancangan, pemantauan, dan penilaian membaca. Seterusnya, akan dibincangkan dapatan berkaitan pelaksanaan strategi tersebut.

#### (i) Perancangan membaca

Perancangan yang dilakukan sebelum membaca mempengaruhi pemahaman teks pembaca. Kesedaran sendiri melibatkan sejauh mana responden kajian sedar terhadap tujuan membaca, keupayaan memahami berdasarkan kekuatan, kelemahan, pengetahuan sedia ada, dan minat. Responden kajian sedar sama ada isi teks yang dibaca berkaitan dengan minat dan kegemarannya atau sebaliknya. Di samping itu, responden juga



Rajah 1: Strategi metakognitif dalam proses membaca berdasarkan kategori oleh Beyer (1982) dan Oxford (1990)

membuat pengubahsuaian dari segi isi kandungan agar wujud persefahaman antara pemahaman responden dengan kandungan teks yang dibaca. Perbincangan dapatan kajian berkaitan kesedaran sendiri meliputi tujuan membaca, merancang pembacaan, keupayaan sendiri dan pengetahuan sedia ada.

Responden kajian (R1) sedar akan pentingnya pembaca mempunyai tujuan membaca yang jelas agar proses membaca berlangsung dengan lebih berkesan. Proses membaca yang dilalui dengan terancang memberi kesan terhadap kualiti pemahaman. Dapatan kajian menunjukkan responden kajian dapat menyatakan tujuan mereka membaca teks dengan jelas (R2).

Strategi merancang bacaan sesuai dengan keperluan sendiri pelajar untuk memastikan pemahaman dapat dikuasai dengan baik. Dalam hal ini, sebelum membaca, R2 menetapkan matlamat yang khusus. Ia merancang agar pembacaan yang boleh membantunya memahami teks yang sukar dengan lebih mudah. Bagi R5 pula, ia agak berhati-hati apabila membaca teks

yang sukar difahami. Ia beranggapan merancang bacaan sebagai keperluan dalam pemahaman.

Antara strategi metakognisi yang digunakan dalam merancang bacaan ialah menulis idea penting.

#### *Menulis Idea Penting*

Pembaca teks akademik menggunakan strategi ini secara meluas dan memberikan kesan terhadap pemahaman. Pemilihan idea penting daripada teks memerlukan pembaca membaca dengan teliti dan mampu membentuk skema dalam ingatan jangka panjang. Oleh itu, kekuatan responden mengenal pasti kepentingan isi menunjukkan mereka sedar bahawa ayat yang dipilih dengan menggunakan kekuatan kognisi memandu pembaca memahami teks dengan lebih baik. Contohnya responden memikirkan pentingnya idea penting teks untuk membantu pemahaman.

“saya dapati isi penting perlu disediakan dahulu.” (R2)

“adanya isi penting dapat bantu buat rangka pemahaman” (R4)

JADUAL 1  
Merancang kesedaran sendiri

Kesedaran Kendiri	Dapatan Kajian
Tujuan membaca	“Pensyarah pula meminta kami merujuk buku, jurnal dan bahan yang berkaitan. Pensyarah ingin menjadikan tugas yang dibuat lebih bersifat akademik...saya sedar pentingnya nak faham teks itu.” (R1) “Saya akan menuliskan apakah yang saya akan mahu dari teks tersebut. Selalunya saya membuat catatan ringkas saja.” (R2)
Berhati-hati dengan teks	“Saya akan buat soalan seperti apakah yang dimaksudkan tentang jati diri, globalisasi dan sebagainya. Soalan yang dikemukakan dapat membantu saya.” (R5)

(ii) Pemantauan ketika membaca

Dapatan kajian menunjukkan responden memantau kesedaran teks semasa membaca berdasarkan kesedaran tugas teks. Memantau kesedaran teks dikaitkan dengan keupayaan pembaca mengenal pasti dan memahami kosa kata dan ejaan yang digunakan di dalam teks. Dalam hal ini, responden kajian menyedari keperluan memahami kosa kata dan ejaan yang terdapat di dalam teks.

Kosa kata di dalam sesebuah teks berperanan sebagai medium bagi menerangkan kandungan teks yang dibaca (Carreker, 2004). Kosa kata terutama kata pinjaman yang sukar difahami mengakibatkan responden kajian (R6) menyedari akan sukarnya memahami teks tersebut dengan baik. Berdasarkan pembacaan teks, responden kajian menyatakan teks kedua agak sukar difahami disebabkan kosa kata yang digunakan banyak merujuk kepada laras bahasa ekonomi. Dapatan kajian berkaitan kesedaran teks tersebut dinyatakan seperti di bawah.

“Saya tak berapa faham perkataan globalisasi.” (R5)

“Saya tahu perkataan itu memang pernah dengar tapi tak tahu nak terangkan.” (R6)

“Dari segi perkataan memang boleh faham. Tapi perkataan baharu saya dengar dari kata pinjaman susah nak faham.” (R7)

Responden juga mendapati aspek pemantauan teks dapat memberikan kesan yang lebih mendalam terhadap kualiti pemahaman membaca. Pemantauan bacaan meletakkan tugas pembaca semakin mencabar kerana pembaca perlu meletakkan dirinya sebagai peneliti yang cekap bagi menentukan sejauh mana pembacaan

yang dilakukan berada pada landasan yang betul. Maksudnya, pembaca perlu sedar bahawa proses membaca yang dilaluinya membantunya mengecam maksud teks di samping dapat memberikan klu yang sesuai jika pembaca tidak dapat menguasai teks dengan baik (Kobayashi, 2002). Kobayashi menekankan perlunya pembaca teks menyediakan diri dengan jawapan yang tepat apabila berhadapan dengan soalan yang dikemukakan. Maka bagi memastikan pemahaman dapat dikawal, pembaca perlulah memantau pembacaannya.

Pemantauan bacaan bukan sahaja berkaitan cara untuk mendapatkan maklumat yang terkandung tetapi juga dapat mengesahkan sama ada pembacaan dapat memberikan kesan dari aspek kognitif. Semasa pemantauan membaca, pembaca perlu cekap menyesuaikan tahap kesukaran dan kepanjangan kandungan teks dengan pengalaman membaca yang diterima semasa di alam persekolahan (Francine, 2002). Hal ini disebabkan pemantauan bacaan akan menjadi lebih berkesan jika pembaca berupaya menjadikan teks yang dikaji bersesuaian dengan tugas yang diberikan. Dalam konteks kajian ini, responden kajian tidak bersedia dengan keperluan literasi akademik yang telah diterima dan ini memberi kesan terhadap pengajian.

Bagi kebanyakan pembaca, mereka tidak membuat persediaan yang lengkap bagi melayakkan mereka menguasai literasi akademik yang merupakan ciri asas dalam penulisan kerja kursus peringkat universiti (Berkowitz dan Cicchelli, 2004). Menurut mereka, pembaca perlulah didedahkan dengan strategi yang sesuai bagi membantu pelajar menguasai pembelajaran dengan baik. Oleh itu, peranan yang lebih

komprehensif juga perlu dimainkan oleh pihak sekolah dalam mengajarkan kemahiran yang bersifat generik untuk memastikan wujudnya kesinambungan dalam penguasaan dan penggunaan kemahiran belajar.

Berdasarkan dapatan kajian, antara strategi yang digunakan oleh responden dalam memantau pembacaannya dapat dikategorikan kepada strategi mengulang bacaan, merujuk kamus, dan membuat peta minda.

#### *Mengulang Bacaan*

Strategi mengulang bacaan dilakukan oleh responden kajian untuk tujuan memahami teks yang dibaca seperti yang dinyatakan di bawah;

“Berulang, ...maksudnya dengan mengulang tu boleh membantu untuk memahaminya.” (R1)

“Sekiranya kita mengulang balik, atau membaca balik... saya fikir dapat tangkap maksudnya.” (R6)

“Yang ni faham ... err... tapi kurang ... err.. kurang kenal ....kena baca banyak kali untuk dapat maksudnya.” (R4)

“Tapi ada dalam lingkungan perdagangan ini ada benda yang saya tak faham. Jadi, ada kesan juga pada bacaan saya. Saya terpaksa ulang balik petikan yang mana yang ada perkataan yang susah tu.” (R8)

Mengulang bacaan dilakukan oleh responden kajian untuk memahami kandungan teks dianggap sukar. Responden kajian membaca ayat yang mengandungi perkataan sukar beberapa kali tetapi masih lagi tidak memahaminya disebabkan tidak pernah mendengarnya ataupun tidak dijelaskan di dalam ayat tersebut (R4, R5, dan R8). Kesukaran memahami sesuatu fakta yang melibatkan istilah serta konsep memerlukan mereka mengaitkan dengan pengetahuan lalu (R5).

Pada tahap pelajar universiti, ia masih perlu melakukan ulangan bacaan terutama apabila sedar sukar untuk memahami teks yang dibaca. Dapatan kajian menunjukkan bahawa teknik mengulangi bacaan sesuai dilaksanakan untuk membantu pemahaman. Marzano *et al.* (1988) menyatakan bahawa kekuatan pemahaman pembaca dapat dilihat sejauh mana proses itu dikawal dengan melibatkan penguasaan pengetahuan dan kawalan sendiri. Kesedaran untuk menguasai kandungan teks akademik serta

kemampuan untuk mengawal proses tersebut dapat mempengaruhi pemahaman pembaca terutamanya dalam menggunakan strategi pengulangan.

#### *Menggunakan Kamus*

Pengkaji juga membahagikan strategi merujuk kamus sebagai salah satu strategi metakognitif yang digunakan oleh responden kajian. Mereka menyatakan bahawa;

“Selalunya nak juga tengok kamus.” (R4)

“Saya nak kena ambil kamus atau tanya kawan. Kadang-kadang kawan pun tak faham. Tapi teks pertama lebih susah panjang pulak tu.” (R3)

Pada pemerhatian pengkaji, terdapat beberapa responden kajian yang menggunakan kamus untuk mencari makna perkataan yang dianggap sukar. Pemerhatian menunjukkan R2, R5 dan R7 menggunakan kamus untuk merujuk makna perkataan yang memang tidak dapat difahami. Berdasarkan jurnal respons membaca pula, responden kajian (R1, R4, R7, dan R8) juga telah menuliskan strategi menggunakan kamus sebagai cara yang paling sesuai untuk mereka memahami perkataan yang sukar.

Bagi Ormrod (1995), pembelajaran yang efektif termasuk membaca, memerlukan kesedaran yang tinggi terhadap masalah pembelajarannya. Jika bertemu dengan perkataan yang sukar, walaupun memerlukan masa untuk memahami perkataan tersebut pembaca perlukan kesedaran untuk mengetahui maksud perkataan tersebut.

#### *Peta Mind*

Responden kajian menekankan penggunaan peta minda bagi memantapkan penguasaan pemahamannya. Kebanyakan responden kajian (R1, R2, R3, dan R5) mengakui akan keberkesanan menggunakan peta minda. Penggunaan peta minda dapat menggambarkan bacaan secara aktif dan galakan berfikir secara kritis. Apabila pembaca berhadapan dengan maklumat yang banyak dalam teks, ia perlu menyatakan semula dalam bentuk pemahaman secara keseluruhan dan cara terbaik ialah melakarkan dalam bentuk peta minda.

“Peta minda membantu saya memahami keseluruhan teks dengan mudah.” (R3)

“Walaupun susah tapi peta minda dapat tolong saya buat gambaran keseluruhan.”

(R2)

*Melangkau Ayat*

Responden juga sedar akan kepentingan strategi melangkau ayat yang terdapat dalam teks yang sukar difahami (R3, R4, R5, R6, dan R7). Tidak semua ayat yang terdapat di dalam teks yang dibaca dapat difahami terutama jika terdapat beberapa perkataan yang sukar atau konsep yang baru ditemui. Dalam keadaan tertentu responden tidak akan melangkau bacaan jika teks yang dibaca berbentuk fakta kerana dikhuatiri akan mengurangkan penguasaan maksud teks. Dapatan kajian di bawah menunjukkan kesedaran responden terhadap strategi metakognitif melangkau ayat.

“Saya tak langkau...lagi tak faham. Banyak isi yang tinggal.” (R7)

“Tapi kalau sajak tu, saya akan abaikan. Maksudnya lagi tak fahamlah. Saya tak boleh *skip* semasa membaca dengan laju. Tengok jugaklah bahan yang dibaca. Jika teks itu berat nak faham, saya kena tumpukan lebih satu aspek.” (R3)

“Saya tak langkau ayat yang susah.” (R5)

“Saya jarang langkau ayat. Tapi kalau susah sangat mungkin juga...” (R6)

“Ia bergantung kepada keadaan, kalau saya baca untuk jawab soalan ke ....atau wajib ... saya tak akan melangkau...” (R4)

Walau bagaimanapun, terdapat responden kajian (R3) menyatakan strategi melangkau ayat

tidak membantu mereka dalam meningkatkan pemahaman. Mereka berpendapat strategi tersebut boleh mengganggu keseluruhan pemahaman mereka.

“...contohnya teks tentang perdagangan tadi. Istilah yang saya tidak faham ada. Setelah saya baca banyak kali, maka saya akan langkau sahaja. Tak faham pun tak mengapa. Boleh mengganggu kita punya pemahaman.” (R3)

Strategi yang diambil masih lagi mengaitkan kesedaran metakognitif pembaca untuk mentafsirkan perkataan yang sukar dalam wacana yang dapat difahami. Keadaan ini selaras dengan kajian yang dijalankan oleh McLain *et al.* (1991) yang menghuraikan bahawa pemahaman perkataan (*word comprehension*) bagi teks merangkumi antonim, sinonim, dan analogi. Penguasaan aspek tersebut dapat membantu pembaca dalam pemahamannya.

## (iii) Penilaian bacaan

Responden kajian juga menilai tahap kefahaman kesedaran tugasannya terhadap teks yang dibaca. Menilai kesedaran tugas meliputi tugas dan arahan yang perlu dilakukan pembaca semasa membaca. Kesedaran tersebut membantu responden memahami teks yang dibaca. Jadual 2 menunjukkan contoh kesedaran tugas yang ditunjukkan oleh responden kajian.

Dapatan di atas menunjukkan wujudnya kesedaran terhadap tugas semasa membaca

JADUAL 2  
Menilai kesedaran tugas

Kesedaran Tugas	Dapatan Kajian
Tetapkan matlamat	<p>“Saya rasa ia tidak perlukan objektif yang khusus, kalau bahan - bahan yang ilmiah itu...kita kena sedar apa yang kita nak fahamkan.” (R5)</p> <p>“Jadi, matlamatnya mungkin saya dapat tahu mengikut isu semasa yang berlaku tapi .. setkan apa yang kita nak cari dari teks ni.” (R8)</p>
Perlu memahami	<p>“Sebab kalau tak baca...macam mana nak jawab soalan peperiksaan.” (R8)</p> <p>“kita sepatutnya kena tahu apa maksud perdagangan malar tu. Kat sini, dia jelaskan, ...perdagangan bebas okeylah kita boleh tahu sebab kita, sebab kita boleh tahu sebab kita biasa dengar.” (R7)</p>



teks. Hal ini menunjukkan responden mengambil berat terhadap aspek yang perlu dikuasai supaya mereka memahami dengan lebih berkesan. Dalam hal ini, bagi R5, ia tidak perlu menetapkan sesuatu objektif dengan jelas sebelum membaca dan mereka perlu sedar matlamat membaca teks secara tidak langsung. Hal ini menunjukkan wujudnya keperluan bagi responden memikirkan matlamat pemahaman bacaannya.

Persoalan yang ditimbulkan pada peringkat ini ialah cara pembaca mengukur kejayaan pemahaman bacaannya. Semasa membaca, pembaca juga akan melakukan aspek penilaian yang juga merupakan unsur penting dalam pelaksanaan strategi metakognitif (Carroll, 2000). Untuk menilai, pembaca memerlukan alat penilaian yang boleh digunakan bagi memastikan teks tersebut dapat dimanfaatkan dengan baik atau sebaliknya. Penentuan penilaian pemahaman boleh dilakukan secara lisan atau bertulis. Dalam kajian ini, responden menyatakan bahawa semasa membaca mereka juga melakukan penilaian terhadap teks yang dibaca.

Antara strategi metakognitif yang melibatkan aspek penilaian dalam membaca ialah membuat andaian, mempertahankan pemahaman dan bayangan mental.

#### *Membuat Andaian*

Disamping itu, responden kajian juga menggunakan strategi metakognitif semasa membaca teks dengan membuat andaian berasaskan teks yang dibaca. Dengan cara ini, responden dapat membuat agakan maksud yang paling hampir berasaskan kesukaran yang dihadapi. Kebanyakan responden membuat andaian ketika membaca teks yang berbentuk naratif yang memberi peluang untuk menjangkakan kesudahan cerita.

“Kalau saya baca novel, saya akan agak akhir cerita tu.” (R3)

“Saya akan andaikan contohnya bila baca cerita.” (R8)

“Jika baca novel saya selalu memikirkan penamat cerita ...apa sudahnya.” (R4)

Selain itu, strategi mengandaikan juga digunakan oleh responden untuk tujuan memahami teks jenis fakta. Walau bagaimanapun, ada responden menyatakan agak sukar untuk membuat andaian bagi teks yang berbentuk fakta serta bersifat teknikal seperti pada teks kedua.

“Dalam petikan ni dia ada macam diterangkan tetapi fokusnya luas. Saya buat andaian dalam

fokus itu sendiri.” (R7)

“Saya andaikan teks yang dibaca tadi sesuai dengan orang Melayu.” (R2)

#### *Mempertahankan Pemahaman*

Dalam proses mengingat kandungan teks, responden kajian (R5 dan R6) membaca untuk mempertahankan pemahaman bacaannya agar dapat memudahkannya mengingat fakta yang terkandung di dalam teks.

“saya akan mengingat kandungan teks supaya sesuai dengan keperluan tugasan.” (R5)

“pemahaman yang wujud saya akan berikan tumpuan agar berguna semasa peperiksaan.” (R6)

Pembaca berusaha mempertahankan kandungan dalam bentuk ingatan jangka panjang dengan menjadikan penguasaan kandungan teks sebagai matlamat utama. Hal ini juga selaras dengan teori pemprosesan maklumat yang menekankan pentingnya usaha mengingat kandungan teks yang dibaca (Woolfolk, 2004). Secara umumnya, pembaca teks akademik akan berusaha untuk mempertahankan pemahaman teks untuk tujuan tugasan dan peperiksaan.

#### *Bayangan Mental*

Refleksi semasa membaca yang dilakukan oleh pembaca dapat mengukuhkan kefahaman pembaca. Contohnya seperti dapatan temu bual oleh R1 dan R4;

“saya membayangkan faktor ekonomi dalam teks itu dapat membantu meningkatkan industri kecil.” (R1)

“semasa membaca saya akan memikirkan kesan yang dihadapi oleh bangsa Melayu untuk meningkatkan jati dirinya.” (R4)

Apabila membaca sesuatu konsep yang sukar difahami, pembaca menggunakan kekuatan mindanya untuk membayangkan maksud yang terkandung di dalam teks tersebut. Contohnya responden membayangkan bentuk masyarakat yang akan terbentuk apabila memiliki jati diri yang kukuh (R2, R3, dan R5). Dalam hal ini, pembaca perlu tekal dalam menetapkan maksud teks tersebut ke dalam mindanya. Pembaca juga perlu mahir dalam membayangkan pemahamannya dengan membuat perkaitan makna dengan pengetahuan lalu yang dimilikinya. Sehubungan itu, Larson *et al.* (2004) menekankan kesan

membaca teks dan keupayaan membuat bantahan terhadap kandungan yang tidak sesuai dengan maksud teks yang dibaca. Pembaca yang berkesan, mampu menyatakan pertentangan dari segi makna yang wujud antara pengetahuan lalu yang dimilikinya dengan kandungan teks yang dibaca.

### IMPLIKASI KAJIAN

Penyelidik kebanyakannya bersetuju bahawa kesedaran dan pemantauan seseorang terhadap tahap pemahaman merupakan aspek penting dalam kemahiran membaca (Mokhtari dan Reichard, 2002; Pressley dan Afferbach, 1993; Pressley *et al.*, 1995). Dengan menggunakan kerangka Beyer (1982) dan Oxford (1990), pengkaji merumuskan dapatan kajian kepada tiga peringkat pelaksanaan strategi membaca, iaitu peringkat perancangan, pemantauan dan penilaian membaca. Peringkat-peringkat tersebut meliputi pernyataan kesedaran metakognitif yang menekankan strategi yang digunakan semasa membaca.

Pembaca bersedia dengan merancang bacaan supaya maklumat yang ingin diperolehi dapat diakses dengan mudah. Pembaca bebas melakukan proses membacanya dengan matlamat yang mereka tetapkan sendiri. Perancangan yang baik sebelum membaca dapat memberikan landasan yang lebih kukuh untuk membantunya memahami teks yang dibaca. Perancangan membaca teks akademik memerlukan penggunaan strategi metakognitif yang dapat mengurangkan tahap kekecewaan dalam pemahaman membaca (Mokhtari dan Reichard, 2002). Marohaini Yusuf (1999) pula menyatakan bahawa pembaca yang baik dapat merancang pembacaannya dengan mengaitkan skemata yang dimiliki.

Responden kajian menyatakan perancangan sesuai dilakukan jika teks yang dibaca daripada genre kesusasteraan yang banyak melibatkan elemen naratif. Seperti yang dinyatakan oleh Walker (2000), perancangan bacaan perlu melibatkan keperluan untuk menganalisis tajuk, subtajuk, gambaran keseluruhan teks, melihat kesesuaian organisasi teks serta penilaian yang boleh dilakukan terhadap teks.

Responden kajian juga mendapati aspek pemantauan teks dapat memberikan kesan yang lebih mendalam terhadap proses membaca. Pemantauan bacaan meletakkan tugas pembaca semakin mencabar kerana pembaca perlu menganggap dirinya sebagai peneliti yang cekap

bagi menentukan sejauh mana pembacaan yang dilakukan berada pada landasan yang betul (Kobayashi, 2002). Maksudnya, pembaca perlu sedar bahawa proses membaca yang dilaluinya membantu pengecaman maksud teks di samping dapat memberikan klu yang sesuai jika pembaca tidak dapat menguasai teks dengan baik.

Persoalan yang ditimbulkan pada peringkat ini ialah cara pembaca mengukur sejauh mana pemahaman bacaannya berjaya. Pembaca juga akan melakukan aspek penilaian yang juga merupakan unsur penting dalam pelaksanaan strategi metakognitif (Carroll, 2000). Dari perspektif psikologi, Carroll juga menyatakan bahawa pembaca dapat menilai pembacaannya berdasarkan pendedahan yang diberikan semasa pengajaran membaca. Pendedahan yang dilakukan secara berterusan akan membantu pembaca meningkatkan lagi keupayaan untuk memahami teks akademik. Di samping itu, penilaian pemahaman boleh dilakukan sama ada secara lisan ataupun bertulis terutama apabila kemahiran tersebut diajarkan secara formal di dalam bilik darjah.

### KESIMPULAN

Proses membaca memerlukan pembaca berfikir secara mendalam tentang perkara yang dibaca untuk tujuan pemahaman yang lebih keberkesanan. Pembaca perlu memikirkan sama ada ia memahami isi kandungan yang dibaca atau sebaliknya. Hal ini merupakan kesedaran strategi metakognisi yang diwujudkan oleh pembaca dalam usahanya memahami teks. Pembaca juga mampu meningkatkan mutu pemahamannya dengan menggunakan strategi yang difikirkan sesuai dengan kemampuannya. Pemilihan strategi juga dapat membantu pembaca merancang dan seterusnya menilai sejauh mana kemajuan bacaannya. Walaupun strategi yang melibatkan metakognitif dianggap sesuai untuk pembaca yang lebih matang, pendedahan pada peringkat yang lebih rendah juga boleh dilakukan bagi membolehkan mereka meneroka kandungan teks dengan lebih berkesan.

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## **Gaya Pembelajaran Pelajar Sekolah Menengah Teknik**

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### **ABSTRAK**

Gaya pembelajaran memainkan peranan yang penting dalam proses pembelajaran dan pengajaran. Gaya pembelajaran mengandungi perlakuan nyata yang bertindak sebagai petunjuk tentang bagaimana pelajar belajar daripada persekitaran, menyesuaikan diri dengannya dan bagaimana minda pelajar beroperasi. Kajian ini bertujuan untuk mengetahui gaya pembelajaran dalam kalangan pelajar Sekolah Menengah Teknik (SMT). Kajian menggunakan reka bentuk deskriptif. Sampel kajian terdiri daripada 635 orang pelajar SMT yang dipilih menggunakan prosedur pensampelan pelbagai bertahap. Dapatan menunjukkan pelajar Kejuruteraan Awam, Mekanikal, Elektrik dan Elektronik dan Ekonomi Rumah Tangga (Pengurusan Makanan), majoriti adalah penyesuai dan pemusat. Pelajar Perdagangan dan Sains Pertanian pula, selain daripada penyesuai dan pemusat, mereka juga adalah pencerap. Kajian ini mencadangkan supaya guru menggunakan pelbagai strategi pengajaran untuk memenuhi keperluan pelbagai gaya pembelajaran pelajar.

### **ABSTRACT**

Learning style plays an important role in teaching and learning. Learning style consists of distinct behaviour acting as an indicator on how students learn and adapt from the environment and how students' mind operate. The purpose of the study was to identify technical secondary schools students' learning styles. Descriptive research design was used for this study. The sample comprised 635 technical secondary schools students who were chosen using a multistage procedure. The findings showed that majority of Civil, Mechanical, and Electric and Electronic Engineering students were accommodator and converger. For Commerce and Agricultural Science students, they were accommodator, converger and assimilator. The study recommends that teachers should use instructional strategies that accommodate their students' learning style.

**Kata kunci: Gaya pembelajaran, sekolah menengah teknik, kejuruteraan, sains pertanian, ekonomi rumah tangga**

### **PENGENALAN**

Setiap individu bertindak balas dengan cara yang berlainan kepada sesuatu situasi pembelajaran. Tindak balas ini akan dipengaruhi oleh cara bagaimana individu itu berfikir, pengalaman lepas, kehendak persekitaran dan tugas terkini (Atkins, Moore, Sharpe dan Hobbs, 2001).

Tindak balas inilah yang dikenal pasti sebagai gaya pembelajaran individu. Soliday dan Sanders (1993) melihat gaya pembelajaran sebagai corak komprehensif yang memberi arahan kepada tingkah laku pembelajaran. Gaya pembelajaran juga menggambarkan banyak ciri pelajar, termasuk pengkodan genetik, tret personaliti dan adaptasi kepada persekitaran (Green dan Parker, 1988).

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Gaya pembelajaran juga merupakan faktor penting dalam pencapaian akademik pelajar (Witkin, 1976), bagaimana pelajar belajar, bagaimana guru mengajar dan interaksi guru pelajar (Gregorc, 1979; Dunn dan Dunn, 1992; Torres dan Cano, 1995). Claxton dan Murell (1988) pula berpendapat gaya pembelajaran boleh menjadi elemen yang sangat penting dalam tindakan untuk memperbaiki kurikulum dan proses pengajaran dalam pendidikan tinggi.

Maklumat berkaitan gaya pembelajaran boleh membantu institusi pendidikan rendah dan tinggi supaya lebih sensitif kepada perbezaan yang dibawa oleh pelajar ke dalam bilik darjah. Maklumat ini juga berguna sebagai panduan dalam mereka bentuk pengalaman pembelajaran yang berpadanan atau tidak berpadanan dengan gaya pelajar dan ini bergantung pada objektif pengajaran guru. Guru yang mengenal pasti gaya pembelajaran seseorang pelajar dan kemudiannya menyediakan pengajaran yang konsisten dengan gaya pembelajaran tersebut akan menyumbang kepada pembelajaran yang lebih berkesan (Claxton dan Murell, 1988).

Bagi mereka yang bertanggungjawab menjalankan kursus latihan dalam sesebuah organisasi, pengetahuan tentang gaya pembelajaran boleh membantu mereka menstruktur program dan kaedah pengajaran bagi memaksimumkan pembelajaran. Menurut Beishuzen, Stoutjesdijk dan Van Putten (1994), gaya pembelajaran memainkan peranan yang penting dalam proses pembelajaran kerana ia memberi kesan kepada pelajar melengkapkan tugas dan cara mereka belajar. Kenyataan ini disokong oleh kajian Green dan Parker (1988) dan Shay (1994).

Memandangkan tidak semua pelajar belajar dengan cara yang sama, adalah perlu bagi guru mengenal pasti perbezaan dalam gaya pembelajaran pelajar mereka dan mengajar dalam cara yang semua gaya pembelajaran diambil kira (Raven, 1993). Dengan itu, guru yang melayan setiap pelajar di dalam bilik darjah dengan cara yang sama adalah tidak menepati gaya pembelajaran pelajar mereka.

Guru pendidikan teknikal dan vokasional disarankan supaya mengemas kini cara pengajaran mereka. Menurut Khair (2001), pengajaran dalam sekolah menengah teknik masih didominasi oleh kaedah latih tubi dan rangsangan tindak balas yang memberi keuntungan kepada segelintir kecil pelajar yang boleh memahami pengajaran secara teoretikal dan abstrak. Guru juga jarang

mengambil kira gaya pembelajaran pelajar mereka. Pendekatan pengajaran yang berpusat kepada guru masih lagi mendominasi bilik darjah. Kuliah, penghafalan, mengingat semula dan penggunaan soalan retorik menjadi kaedah utama pengajaran dan pembelajaran.

Di sekolah menengah teknik, pelajar terdiri daripada pelbagai bidang dan guru pula mengajar pelajar pelbagai bidang contoh kejuruteraan, pertanian, ekonomi rumah tangga dan perdagangan. Untuk mendapatkan keberkesanan pembelajaran, pendidik perlu mengetahui gaya pembelajaran pelajar yang daripada pelbagai bidang ini supaya mereka boleh mengajar dengan lebih berkesan. Oleh itu, kajian ini melihat apakah gaya pembelajaran dalam kalangan pelajar sekolah menengah teknikal dan adakah terdapat perbezaan gaya pembelajaran mengikut bidang yang diikuti oleh pelajar.

## OBJEKTIF

Objektif umum kajian ialah untuk mengetahui gaya pembelajaran pelajar teknikal. Secara khususnya, objektif kajian ini ialah untuk:

- (i) mengenal pasti gaya pembelajaran pelajar SMT.
- (ii) melihat perbezaan gaya pembelajaran mengikut bidang.

## METODOLOGI

Kajian ini merupakan kajian kuantitatif yang berbentuk deskriptif. Kajian deskriptif adalah berkaitan dengan keadaan atau hubungan yang wujud; amalan, kepercayaan, pandangan, atau sikap; proses yang sedang berjalan; kesan yang dirasai; atau trend yang sedang berkembang. Kajian deskriptif melihat individu, kumpulan, institusi, kaedah, dan bahan supaya mereka dapat menerangkan, membandingkan, membezakan, mengklasifikasi, menganalisis serta menginterpretasi entiti dan kejadian yang dikaji (Best, 1970). Penyelidik telah menggunakan kaedah tinjauan bagi mengumpul data kajian. Kaedah ini sesuai kerana kajian ini bertujuan untuk menerangkan dan membandingkan gaya pembelajaran pelajar sekolah menengah teknik daripada pelbagai pengkhususan.

### *Pensampelan*

Populasi sasaran dalam kajian ini ialah semua pelajar Tingkatan Empat aliran Pendidikan Teknikal di semua sekolah menengah teknik

di Malaysia yang berjumlah 18,300 orang. Reka bentuk pensampelan pelbagai tahap digunakan dalam pensampelan pemilihan sampel. Menurut Kervin (1992), pensampelan pelbagai tahap melibatkan dua atau lebih pusingan persampelan dan membahagi populasi ke dalam kelompok. Setiap kelompok mewakili unit persampelan utama bagi membezakannya daripada analisis unit. Penentuan saiz sampel telah dikemukakan oleh Bartlett, Kotrlík dan Higgins (2001) dengan mereka menggunakan formula Cochran (1977). Oleh kerana objektif kajian memerlukan sampel yang terdiri daripada semua pengkhususan akademik, penyelidik telah mengelompokkan pula semua sekolah dari Johor, Perak, Kedah, Terengganu dan Sarawak mengikut pengkhususan akademik. Seterusnya, penyelidik telah menentukan sekolah yang mewakili setiap pengkhususan. Hal ini dilakukan melalui kaedah rawak mudah. Saiz sampel yang dipilih adalah seperti dalam Jadual 1.

*Instrumentasi*

Instrumen yang digunakan dalam kajian ini ialah *Learning Style Inventory* (LSI) yang dibina oleh Kolb (1993) menggambarkan satu kitaran dan gaya pembelajaran. Inventori ini dibina berdasarkan kepada saranan John Dewey berkaitan dengan kepentingan pembelajaran berasaskan pengalaman, kerja Kurt Lewin yang menekankan pentingnya seseorang untuk aktif dalam pembelajaran dan teori Jean Piaget yang menyatakan kecerdasan adalah hasil interaksi seseorang dengan persekitaran. Berdasarkan kepada ketiga-tiga saranan ini, penyelidik memilih inventori ini. Selain itu, model Kolb

lebih terarah kepada persekitaran praktikal seperti mana yang menjadi amalan dalam sistem pendidikan teknik dan vokasional (PTV). Bagi tujuan kajian ini, penyelidik telah mendapatkan kebenaran untuk mengguna dan menterjemah inventori ini daripada syarikat yang menguruskan LSI III (1993), iaitu *McBer and Company*. Penyelidik telah menggunakan LSI III (1993) yang telah diterjemahkan ke dalam Bahasa Melayu dengan menggunakan kaedah *back translation*. LSI III (1993) ialah satu tugas melengkapkan ayat. Terdapat 12 ayat, setiap satu dengan empat keratan pelengkap. Responden dikehendaki menyusun keratan pelengkap tersebut mengikut pemikirannya tentang cara bagaimana responden akan lakukan apabila mempelajari sesuatu. ‘4’ menerangkan “sangat seperti saya” dan ‘1’ menerangkan “paling kurang seperti saya”. Dengan itu, terdapat empat lajur bagi penghujung ayat, dengan setiap kolom telah dirawakkan dan mempunyai keempat-empat mod pembelajaran, iaitu Pemerhatian Reflektif (PR-memerhati), Pengalaman Konkrit (PK-merasa), Konseptualisasi Abstrak (KA-memikir) dan Eksperimentasi Aktif (EA-melakukan). Skor dalam keempat-empat mod ini akan menghasilkan empat gaya pembelajaran iaitu pemusat (*converger*), pencapah (*diverger*), pencerap (*assimilator*) dan penyesuai (*accommodator*). Mod dan gaya pembelajaran ditentukan dengan menggunakan *Learning Style Inventory III* (Kolb, 1993). Perincian tentang setiap mod dan gaya pembelajaran adalah seperti berikut:

- (i) Pengalaman Konkrit - merujuk kepada mod belajar melalui merasai. Pelajar yang mempunyai mod ini menitikberatkan penglibatan peribadi dengan orang lain

JADUAL 1  
Bilangan sampel bagi setiap pengkhususan akademik

Pengkhususan Akademik	Bilangan sampel (orang)
Kejuruteraan Awam	112
Kejuruteraan Mekanikal	112
Kejuruteraan Elektrik	112
Perdagangan	92
Pertanian	75
Ekonomi Rumah Tangga (Pengurusan Makanan)	67
Ekonomi Rumah Tangga (Pengajian Pakaian)	65
Jumlah	635

di dalam situasi seharian. Mereka juga bergantung pada perasaan sendiri dalam situasi dan penyelesaian masalah. Pendekatan secara teoretikal tidak membantu. Mereka belajar dengan paling baik daripada pengalaman khusus yang mereka boleh melibatkan diri. Mereka juga suka menjalinkan hubungan dengan rakan sebaya dan bukan autoriti. Mereka sangat sensitif kepada perasaan dan manusia. Mereka mendapati bahan bacaan secara teori tidak selalunya membantu. Kejayaan mereka adalah hasil daripada kerja berkumpul dan maklum balas rakan sebaya.

- (ii) **Pemerhatian Reflektif** - merujuk kepada mod belajar melalui melihat dan mendengar. Pelajar pemerhatian reflektif sangat bergantung pada pemerhatian berhati-hati dalam membuat pertimbangan. Mereka memahami idea dan situasi daripada pelbagai sudut pandangan yang berbeza. Mereka sentiasa mencari makna sesuatu perkara. Mereka bergantung ke atas pemikiran dan perasaan sendiri bagi membentuk pendapat. Mereka menyukai situasi pembelajaran yang menggunakan deria penglihatan dan pendengaran. seperti kuliah. Hal ini kerana pendekatan ini membenarkan mereka berperanan sebagai pemerhati yang adil dan objektif.
- (iii) **Konseptualisasi Abstrak** - merujuk kepada mod belajar melalui berfikir. Pelajar konseptualisasi abstrak menggunakan logik dan idea bagi memahami situasi dan masalah. Mereka menyukai benda dan simbol dan kurang menyukai manusia. Mereka dapat belajar dengan baik dalam situasi pembelajaran yang berarahkan autoriti dan *impersonal* yang memberi penekanan ke atas teori dan analisis sistematik. Mereka bergantung ke atas perancangan sistematik serta membina teori dan idea untuk menyelesaikan masalah. Mereka kurang berminat dengan pendekatan pembelajaran penerokaan yang tidak berstruktur seperti latihan dan simulasi. Kajian kes, bacaan teoretikal dan latihan yang menggunakan pemikiran reflektif sangat membantu.
- (iv) **Eksperimentasi Aktif** - merujuk kepada mod belajar melalui melakukan. Pelajar eksperimentasi aktif belajar dengan baik apabila dapat melibatkan diri dalam aktiviti seperti projek, kerja rumah atau diskusi kumpulan. Mereka tidak menyukai situasi

pembelajaran yang pasif seperti kuliah. Mereka ini adalah ekstrovert. Mereka sukakan sentuhan. Menyelesaikan masalah, kumpulan kecil perbincangan atau permainan, maklum balas rakan sebaya dan tugas kerja yang terarah sendiri semuanya membantu mereka. Mereka juga suka mengambil risiko. Mereka mempengaruhi orang lain dan peristiwa melalui tindakan.

Empat gaya pembelajaran pula adalah:

- (i) **Pencapah** - Individu secara tipikal mempersepsi maklumat secara konkrit dan memprosesnya secara reflektif. Mereka suka memerhati daripada mengambil tindakan. Mereka ini imaginatif dan boleh melihat sesuatu situasi dari banyak perspektif dan secara global. Mereka boleh bekerja dengan orang ramai, dapat mengenal pasti masalah dan menjana banyak alternatif (kreatif).
- (ii) **Pemusat** - Individu jenis ini mempersepsi maklumat secara abstrak dan memprosesnya secara reflektif. Di dalam aktiviti pembelajaran, mereka perlukan pemikiran yang mengikut langkah terperinci dan teratur. Mereka mempunyai kebolehan menyelesaikan masalah dan membuat keputusan. Mereka menyukai idea dan teori yang boleh diaplikasi secara logik dan praktikal. Mereka selalunya mempunyai fokus dan menggunakan penaakulan deduktif.
- (iii) **Pencerap** - Gaya pembelajaran jenis ini memerlukan individu mempersepsi maklumat secara abstrak dan memprosesnya secara aktif. Mereka memahami maklumat yang luas dan menyusunnya ke dalam bentuk yang padat dan logik. Mereka boleh mencipta model teoretikal dan mengasimilasi banyak pemerhatian ke dalam satu perkara. Mereka cecap dalam memahami maklumat, membina logik dan menyukai penaakulan induktif. Mereka meminati idea dari manusia.
- (iv) **Penyesuai** - Mereka adalah individu yang mempersepsi maklumat secara konkrit dan memprosesnya secara aktif. Mereka sangat mahir dalam membuat sesuatu perkara. Apabila menyelesaikan masalah, mereka menggunakan pendekatan cuba dan jaya. Mereka sukakan pengalaman baru dan selalunya sanggup mengambil risiko.

Instrumen kajian telah diuji dan kebolehpercayaan instrumen berkenaan adalah



seperti dalam Jadual 2. Walaupun terdapat nilai pekali kebolehpercayaan antara .50 dan .60, penyelidik berpendapat kebolehpercayaan ini mencukupi bagi meneruskan pengumpulan data. Menurut Ary *et al.* (1996), jika hasil pengukuran digunakan bagi tujuan penyelidikan dan bukan untuk membuat keputusan berkaitan sesuatu kumpulan, pekali kebolehpercayaan yang lebih rendah (antara .50 dan .60) boleh diterima. Oleh kerana tujuan kajian ini ialah untuk penyelidikan, dengan itu penyelidik berpendapat instrumen tersebut boleh terus digunakan.

JADUAL 2  
Pekali  $\alpha$  bagi instrumen kajian

Dimensi	Pekali $\alpha$
a. Pengalaman Konkrit (PK)	.59
b. Pemerhatian Reflektif (PR)	.63
c. Konseptualisasi Abstrak (KA)	.69
d. Eksperimentasi Aktif (EA)	.71

*Analisis Data*

Data telah dianalisis dengan menggunakan program SPSS. Statistik deskriptif digunakan untuk menentukan frekuensi, peratusan dan purata.

**DAPATAN KAJIAN**

Daripada sampel seramai 635 orang, sejumlah 578 orang atau 91.02% responden yang menjawab soal selidik yang ditadbirkan. Dapatan kajian menunjukkan, daripada sejumlah 578 responden, 364 (63% ) adalah perempuan dan 214 (37%) pula adalah lelaki.

Jadual 3 menunjukkan peratus responden mengikut pengkhususan akademik berdasarkan

gender. Dalam bidang kejuruteraan, dapatan menunjukkan 101 (17.5%) mengkhusus dalam Kejuruteraan Mekanikal dan majoritinya (80.2%) adalah lelaki dan hanya 19.8% responden adalah perempuan. Bagi pengkhususan Kejuruteraan Elektrik dan Elektronik pula 110 (19.0%) daripada responden mengkhusus dalam bidang berkenaan. Daripada jumlah itu, 69.1% responden adalah lelaki dan 30.9% merupakan perempuan. Sebanyak 96 (16.6%) responden mengkhusus dalam Kejuruteraan Awam, dengan kebanyakannya (77.1%) adalah responden perempuan.

Responden yang mengkhusus dalam Perdagangan ialah 71 (12.3%) dan dalam bidang Sains Pertanian ialah 76 (13.1%). Bagi pengkhususan Perdagangan dan Sains Pertanian, majoriti responden adalah perempuan iaitu masing-masing 88.7% dan 81.6%.

Dalam bidang Ekonomi Rumah Tangga pula, sebanyak 63 (10.9%) dan 61(10.6%) responden masing-masing mewakili Ekonomi Rumah Tangga (Pengurusan Makanan) dan Ekonomi Rumah Tangga (Pengajian Pakaian). Dalam pengkhususan ini, majoriti adalah responden perempuan.

*Gaya Pembelajaran*

Gaya pembelajaran diukur dengan empat mod dan gaya pembelajaran berdasarkan kepada Kitaran Pembelajaran melalui Pengalaman. Keempat-empat mod tersebut ialah Pengalaman Konkrit (PK), Pemerhatian Reflektif (PR), Konseptualisasi Abstrak (KA) dan Eksperimentasi Aktif (EA). Empat gaya pembelajaran pula ialah Penyesuai, Pencapah, Pencerap dan Pemusat.

*Mod pembelajaran*

Skor min dan sisihan piawai bagi keempat-empat mod pembelajaran dilaporkan dalam Jadual 4.

JADUAL 3  
Taburan responden berdasarkan pengkhususan akademik mengikut gender (n = 578)

Pengkhususan Akademik	n (%)	Lelaki (%)	Perempuan (%)
Kejuruteraan Awam	96 (16.65)	22.9	77.1
Kejuruteraan Mekanikal	101(17.5%)	80.2	19.8
Kejuruteraan Elektrik & Elektronik	110(19.0%)	69.1	30.9
Perdagangan	71(12.3%)	11.3	88.7
Sains Pertanian	76(13.1%)	18.4	81.6
ERT (Pengurusan Makanan)	63(10.9%)	12.7	87.3
ERT (Pengajian Pakaian)	61(10.6%)	8.2	91.8

Dapatan kajian menunjukkan mod pembelajaran yang paling menjadi pilihan responden ialah Eksperimentasi Aktif (EA) (min = 31.26, sp = 5.21). Hal ini diikuti dengan mod pembelajaran Pemerhatian Reflektif (PR) (min = 31.15, sp = 6.14) dan Konseptualisasi Abstrak (KA) (min = 30.06, sp = 5.18). Mod pembelajaran yang paling kurang menjadi pilihan responden ialah Pengalaman Konkrit (PK) (min = 27.36, sp = 5.68).

Jadual 5 menunjukkan taburan responden berdasarkan dimensi konkrit-abstrak dan aktif-reflektif mod pembelajaran mengikut gender. Analisis data menunjukkan 67.6% responden lelaki mempunyai pemikiran abstrak jika dibandingkan

hanya 61.9% responden perempuan. Sebaliknya pula didapati bagi dimensi konkrit. Jumlah responden perempuan yang berfikir konkrit adalah lebih ramai (38.1%) jika dibandingkan dengan responden lelaki (32.4%).

Dari segi dimensi aktif-reflektif pula, didapati lebih daripada separuh responden perempuan (52.6%) adalah aktif dan responden lelaki pula hampir separuh (49.0%). Responden lelaki pula lebih ramai (51.0%) adalah reflektif berbanding dengan responden perempuan.

Taburan responden berdasarkan dimensi abstrak-konkrit dan aktif-reflektif mengikut pengkhususan akademik diterangkan dalam Jadual 6. Bagi dimensi abstrak, peratus paling

JADUAL 4  
Min dan sisihan piawai bagi mod pembelajaran responden (n = 573)

Mod Pembelajaran	Min	Sisihan Piawai
Pengalaman Konkrit (PK)	27.36	5.68
Pemerhatian Reflektif (PR)	31.15	6.14
Konseptualisasi Abstrak (KA)	30.06	5.18
Eksperimentasi Aktif (EA)	31.26	5.21

JADUAL 5  
Taburan responden berdasarkan dimensi konkrit-abstrak dan aktif-reflektif mengikut gender

Dimensi	Lelaki		Perempuan	
	Kekerapan	%	Kekerapan	%
Abstrak	138	67.6	213	61.9
Konkrit	66	32.4	131	38.1
Aktif	100	49.0	181	52.6
Reflektif	104	51.0	163	47.4

JADUAL 6  
Taburan responden berdasarkan dimensi abstrak-konkrit dan aktif-reflektif mengikut pengkhususan akademik

Pengkhususan Akademik	Dimensi			
	Abstrak % (n = 351)	Konkrit % (n = 197)	Aktif % (n = 281)	Reflektif % (n = 267)
Kejuruteraan Awam	16.5	16.2	17.8	15.4
Kejuruteraan Mekanikal	21.7	11.7	15.3	20.2
Kejuruteraan Elektrik & Elektronik	18.5	19.8	20.6	18.7
Perdagangan	10.5	15.7	13.5	10.5
Sains Pertanian	10.5	16.2	13.5	11.6
ERT (Pengurusan Makanan)	12.0	9.1	9.3	11.6
ERT (Pengajian Pakaian)	10.3	11.2	10.0	12.0

Nota: ERT = Ekonomi Rumah Tangga

tinggi responden yang menggunakan dimensi ini ialah dari pengkhususan Kejuruteraan Mekanikal (21.7%) dan diikuti oleh responden Kejuruteraan Elektrik dan Elektronik (18.5%) serta Kejuruteraan Awam (16.5%). Pengkhususan ERT (Pengajian Pakaian) mempunyai peratus terendah responden yang menggunakan dimensi ini. Responden Kejuruteraan Mekanikal didapati paling ramai menggunakan dimensi konkrit (19.8%). Responden ERT (Pengurusan Makanan) pula didapati paling sedikit menggunakan dimensi ini (9.1%).

Bagi dimensi aktif, analisis menunjukkan peratus paling tinggi yang menggunakan dimensi ini ialah responden Kejuruteraan Mekanikal (20.6%) dan peratus paling rendah ialah responden ERT (Pengurusan Makanan). Manakala responden Perdagangan paling sedikit menggunakan dimensi reflektif (10.5%), responden Kejuruteraan Mekanikal pula paling ramai menggunakan dimensi ini (20.2%).

Gaya pembelajaran responden ditentukan dengan mengkategorikan responden kepada empat kategori berdasarkan dimensi konkrit-abstrak dan aktif-reflektif. Keempat-empat kategori tersebut ialah:

- Konkrit-Aktif
- Konkrit-Reflektif
- Abstrak-Aktif
- Abstrak-Reflektif.

Berdasarkan kepada empat kategori di atas, empat gaya pembelajaran dihasilkan iaitu Penyesuai (Konkrit-Aktif), Pencapah (Konkrit-Reflektif), Pemusat (Abstrak-Aktif) dan Pencerap (Abstrak-Reflektif). Responden yang menggunakan keempat-empat gaya pembelajaran ini dikategorikan sebagai seimbang.

Konsisten dengan lima kategori gaya pembelajaran di atas, taburan responden bagi setiap gaya dipersembahkan dalam Jadual 7. Analisis data menunjukkan gaya pembelajaran Penyesuai dan Pemusat merupakan dua gaya yang paling banyak digunakan oleh responden, iaitu masing-masing 30.5% dan 30.4%. Apa yang paling menarik ialah sejumlah 6.1% responden mempunyai gaya pembelajaran yang seimbang, iaitu mereka menggunakan keempat-empat gaya pembelajaran. Mereka yang mempunyai gaya pembelajaran ini boleh menyesuaikan diri dengan apa jua pendekatan dan teknik pengajaran yang guru gunakan.

Taburan gaya pembelajaran mengikut gender dapat dilihat dalam Jadual 7. Didapati, hampir satu pertiga (33.0%) daripada responden lelaki menggunakan gaya pembelajaran Penyesuai dan 31.1% pula adalah Pemusat. Seramai 5.3% responden lelaki mempunyai gaya pembelajaran seimbang. Bagi responden perempuan pula, majoriti adalah Pemusat (29.9%) dan Penyesuai (29.1%). Seramai 6.5% pula menggunakan gaya pembelajaran seimbang.

Jadual 8 pula menunjukkan taburan gaya pembelajaran mengikut pengkhususan akademik responden. Dapatan kajian menunjukkan majoriti responden Kejuruteraan Awam, Kejuruteraan Mekanikal, Kejuruteraan Elektrik dan Elektronik serta ERT (Pengurusan Makanan) menggunakan gaya pembelajaran Penyesuai dan Pemusat. Bagi Perdagangan, selain daripada Pemusat (29.2%), majoriti responden juga ialah Pencerap (22.2%) dan Penyesuai (20.8%). Pencapah (31.7%) dan Pemusat (23.8%) merupakan dua gaya pembelajaran yang paling digunakan oleh responden ERT (Pengajian Pakaian). Majoriti responden Sains Pertanian pula merupakan

JADUAL 7  
Taburan gaya pembelajaran mengikut gender (n = 560)

Gaya Pembelajaran	Lelaki (n = 209)	Perempuan (n = 351)	Jumlah	
	%	%	n	%
Penyesuai (Konkrit-Aktif)	33.0	29.1	171	30.5
Pencapah (Konkrit-Reflektif)	15.8	15.4	87	15.5
Pencerap (Abstrak-Reflektif)	14.8	19.1	98	17.5
Pemusat (Abstrak-Aktif)	31.1	29.9	170	30.4
Seimbang (Keempat-empat dimensi)	5.3	6.5	34	6.1

JADUAL 8  
Taburan gaya pembelajaran mengikut pengkhususan akademik (n = 559)

Pengkhususan Akademik	n	Gaya Pembelajaran				
		Penyesuai	Pencapah	Pencerap	Pemusat	Seimbang
		%	%	%	%	%
KA	91	31.9	10.9	19.8	30.8	6.6
KM	98	38.8	15.3	7.1	35.7	3.1
KE & EI	109	27.5	16.5	18.4	32.1	5.5
Perdagangan	72	20.8	18.1	22.2	29.2	9.7
Sains Pertanian	69	26.1	15.9	27.5	26.1	4.4
ERT (PM)	58	36.2	17.2	10.4	31.0	5.2
ERT (PP)	63	15.9	31.7	19.1	23.8	9.5

*Nota:*

KA           Kejuruteraan Awam  
KM           Kejuruteraan Mekanikal  
KE&EI       Kejuruteraan Elektrik dan Elektronik  
ERT(PM)   Ekonomi Rumah Tangga (Pengurusan Makanan)  
ERT(PP)   Ekonomi Rumah Tangga (Pengajian Pakaian)

Pencerap (27.5%), Penyesuai (26.1%) dan Pemusat (26.1%).

Gaya pembelajaran yang paling kurang digunakan oleh responden Kejuruteraan Awam, Kejuruteraan Elektrik dan Elektronik, Perdagangan dan Sains Pertanian ialah Pencapah. Bagi pengkhususan Kejuruteraan Mekanikal dan ERT (Pengurusan Makanan), Pencerap merupakan gaya pembelajaran yang paling kurang digunakan oleh responden. Responden ERT (Pengajian Pakaian) pula paling kurang menggunakan gaya pembelajaran Penyesuai.

Seterusnya, didapati setiap pengkhususan diwakili oleh responden yang mempunyai gaya pembelajaran yang seimbang. Data menunjukkan responden Perdagangan didapati paling ramai (9.7%) menggunakan keempat-empat gaya pembelajaran (seimbang). Responden Kejuruteraan Mekanikal pula didapati mempunyai responden paling sedikit (3.1%) menggunakan keempat-empat gaya.

### PERBINCANGAN

Hasil kajian ini menunjukkan tiga mod pembelajaran yang selalu digunakan oleh pelajar aliran Pendidikan Teknikal SMT ialah Eksperimentasi Aktif (EA), Konseptualisasi Abstrak (KA) dan Pemerhatian Reflektif (PR). Sehubungan ini, didapati hasil kajian ini konsisten dengan dapatan kajian Tock (1995) serta kajian

yang dilaporkan oleh Sutliff dan Baldwin (2001). Walaupun kajian Tock (1995) bukan dilakukan ke atas pelajar teknikal seperti mana kajian ini serta Sutliff dan Baldwin (2001), didapati dua daripada mod pembelajaran yang digunakan adalah sama tanpa mengira bidang akademik pelajar, iaitu EA dan KA.

Selain itu, dapatan kajian ini menunjukkan secara keseluruhannya pelajar aliran Pendidikan Teknikal lebih abstrak dan aktif dalam mempersepsi dan memproses maklumat. Perbezaan mod pembelajaran mengikut gender pula menunjukkan pelajar lelaki lebih terarah ke dimensi abstrak dan reflektif. Pelajar perempuan pula lebih terarah ke dimensi abstrak dan aktif. Hanya dapatan berkaitan mod pembelajaran pelajar lelaki sahaja menyokong dapatan McCarthy (1990), Titus, Bergandi dan Shyrook (1990), dan Davis (1999).

Dapatan berkaitan perbezaan mod pembelajaran mengikut pengkhususan akademik pula menyokong kajian Hudson (1966), Kolb (1984), Soliday dan Sanders (1993) serta Orr, Park, Thompson dan Thompson (1999) yang mendapati terdapat perbezaan mengikut pengkhususan akademik. Pada masa yang sama dapatan kajian ini menolak dapatan Torres (1993), Gallagher (1998) dan Jones (2000).

Bagi menerangkan dapatan di atas, berkemungkinan strategi pengajaran yang diamalkan di dalam bilik darjah atau makmal aliran

Pendidikan Teknikal dapat digunakan. Di dalam aliran ini, penekanan diberikan kepada teori, kerja amali serta perkembangan aptitud dalam mata pelajaran sains dan teknikal. Gabungan mata pelajaran sains dan teknikal ini memerlukan pelajar ini menggunakan pemikiran abstrak dan sistematik bagi memahami situasi, masalah serta belajar tentang konsep dan teori (Konseptualisasi Abstrak). Kerja amali di bengkel atau makmal memerlukan belajar melalui pengalaman membuat projek atau produk (Eksperimentasi Aktif) secara sendiri atau berkumpulan. Mereka juga banyak menggunakan deria penglihatan dan pendengaran (Pemerhatian Reflektif) melalui pendekatan pengajaran yang paling kerap digunakan oleh guru aliran ini, iaitu kuliah.

Pengajaran dan pembelajaran di bilik darjah atau makmal aliran Pendidikan Teknikal ini dipenuhi dengan aktiviti yang memerlukan pelajar menggunakan pemikiran abstrak dan aktif dalam orientasi pembelajaran mereka. Aktiviti seperti mereka cipta dan mereka bentuk produk, menganalisis rekod, melakar projek, merancang operasi, pembelajaran teori dan model serta penyelesaian masalah berkaitan dengannya menyebabkan mereka belajar dengan menggunakan pendekatan analitikal dan konseptual seperti saranan Model Proses Pembelajaran Eksperiential Kolb. Selain itu, disebabkan teori Piaget (1960) membentuk sebahagian dari model Kolb, ciri-ciri pemikiran pelajar ini yang lebih berorientasikan aktif, reflektif dan abstrak adalah konsisten dengan ciri-ciri pemikiran di tahap operasi formal seperti yang disarankan di dalam teori Piaget.

Walaupun semua pelajar dalam kajian ini mempunyai dan mengalami pengalaman pembelajaran, kandungan sukatan pelajaran, persekitaran pembelajaran dan kaedah pengajaran guru yang sama, wujud perbezaan dalam mengubah pengalaman ke dalam pengetahuan antara pelajar lelaki dan perempuan SMT. Pelajar lelaki adalah lebih reflektif dan mereka belajar melalui proses penghayatan. Pelajar perempuan pula lebih aktif dengan mereka lebih suka menyelesaikan tugas dan melihat hasil. Perbezaan ini berkemungkinan boleh diterangkan oleh antaranya, faktor biologikal dan perbezaan dalam proses sosialisasi peranan gender. Menurut Magolda (1989), di peringkat awal proses sosialisasi, kanak-kanak perempuan adalah lebih rapat dengan ibu mereka dan ini menyebabkan mereka lebih *personal* dan penyayang. Sejak kecil mereka telah didedahkan

dengan peranan dan tugas sebagai isteri dan ibu seperti membersihkan dan mengurus rumah tangga. Pelajar lelaki pula lebih berdikari, *impersonal* dan logikal. Mereka lebih objektif dan berhati-hati sebelum membuat pertimbangan dan keputusan. Mereka mempunyai pemikiran dan perasaan sendiri dalam membina pendapat.

Dari segi pengkhususan akademik, pelajar kejuruteraan didapati paling terarah ke dimensi abstrak, aktif dan reflektif. Dapatan ini menyokong dapatan Kolb (1984). Faktor kandungan sukatan pelajaran yang berfokus kepada pengetahuan teori, kerja amali, binaan projek dan memperkembangkan kecekapan penyelesaian masalah, prosedur penilaian, kehendak pekerjaan kelak serta jumlah pelajar perempuan yang ramai dalam ketiga-tiga pengkhususan kejuruteraan berkemungkinan mempengaruhi pelajar ini mempersepsi dan memproses maklumat secara abstrak dan aktif. Selain itu, disebabkan secara keseluruhan majoriti pelajar kejuruteraan adalah lelaki, ini pula berkemungkinan boleh menerangkan mengapa mereka juga adalah reflektif.

Seterusnya, dua gaya pembelajaran yang paling digunakan oleh majoriti pelajar SMT kajian ini ialah penyesuai dan pemusat. Taburan gaya pembelajaran mengikut gender juga menunjukkan penyesuai dan pemusat menjadi pilihan majoriti pelajar lelaki dan perempuan. Dapatan yang sama juga didapati bagi semua pengkhususan akademik kecuali ERT (Pengajian Pakaian). Dapatan juga menunjukkan peratus yang agak tinggi diwakili dalam dua lagi gaya pembelajaran mengikut gender dan pengkhususan akademik.

Gaya pembelajaran yang digunakan pelajar di dalam bilik darjah bukan mutlak tetapi merupakan kecenderungan. Mereka memilih tingkah laku pembelajaran yang bersesuaian dengan kebolehan, persekitaran dan sejarah pembelajaran mereka (Nulty dan Barrett, 1996). Menurut Kolb (1984), pengalaman, perbezaan personaliti dan faktor persekitaran membantu individu membentuk kekuatan dan kelemahan yang menekankan gaya pembelajaran tertentu. Oleh kerana gaya pembelajaran boleh dan mudah dibentuk, berkemungkinan penyesuai dan pemusat dihasilkan daripada pengalaman dan aktiviti pengajaran pembelajaran di bilik darjah/makmal/bengkel. Aktiviti pengajaran seperti kerja makmal, mereka bentuk, demonstrasi, kerja tangan, projek, pembinaan model, perbincangan kumpulan, laporan, kuliah dan penyoalan

adalah antara aktiviti yang dijalankan di dalam bilik darjah SMT amnya dan aliran pendidikan teknikal khususnya. Semua aktiviti ini adalah bertepatan dengan cadangan aktiviti yang dikemukakan oleh Wankat dan Oreovicz (2001) serta Sutliff dan Baldwin (2001). Selain itu, gaya pengajaran guru, kandungan sukatan pelajaran, persekitaran pembelajaran yang berorientasikan peperiksaan dan teknik penilaian yang digunakan mungkin menyumbang kepada pemilihan gaya pembelajaran yang digunakan pelajar.

Bagi menerangkan ketiadaan perbezaan dalam gaya pembelajaran mengikut gender dan pengkhususan akademik, faktor pengalaman pembelajaran, kandungan sukatan pelajaran, persekitaran pembelajaran dan pendekatan pengajaran yang sama oleh guru berkemungkinan menyumbang kepada hasil kajian ini. Menurut Nulty dan Barrett (1996), gaya pembelajaran tidak semestinya disebabkan oleh disiplin akademik, tetapi cara bagaimana mata pelajaran disiplin ini diajar dan proses pendidikan yang terlibat. Bagi Kolb (1984) pula, pengalaman pendidikan awal yang diterima pelajar membentuk gaya pembelajaran mereka. Sehubungan ini, semua pelajar kajian ini tanpa mengira gender telah mendapat pendedahan dalam mata pelajaran teknikal seawal Tahun 6 di dalam sistem pendidikan di Malaysia. Proses pengkhususan mengikut bidang bermula di Tingkatan 1 melalui mata pelajaran Kemahiran Hidup Bersepadu yang merupakan kesepaduan antara mata pelajaran Perdagangan, Sains Pertanian, Ekonomi Rumah Tangga dan Kemahiran Manipulatif (Kerja kayu, Elektrik dan Elektronik serta Enjin). Pada masa yang sama juga pelajar disalurkan ke dalam tiga pengkhususan, iaitu Ekonomi Rumah Tangga, Sains Pertanian dan Kemahiran Manipulatif Tambahan. Disebabkan sistem pendidikan di Malaysia menggunakan satu sukatan pelajaran yang sama bagi seluruh negara, dengan itu, pelajar ini telah didedahkan dengan kandungan sukatan, pendekatan pembelajaran dan teknik penilaian yang juga sama dengan lebih pendedahan kandungan diberikan mengikut pengkhususan masing-masing sahaja.

Apabila pelajar ini berada di Tingkatan Empat di SMT, pengalaman pembelajaran yang sama sebelumnya telah membentuk gaya pembelajaran mereka. Disebabkan ini, didapati majoriti pelajar aliran Pendidikan Teknikal dari semua pengkhususan kecuali ERT (Pengajian Pakaian) paling menggunakan dua gaya pembelajaran

yang sama, iaitu penyesuaian dan pemusat. Majoriti pelajar ERT (Pengajian Pakaian) pula ialah pencapah dan pemusat.

Pencapah ialah individu yang mempersepsi maklumat secara konkrit dan memprosesnya secara reflektif. Pemusat pula ialah individu yang mempersepsi maklumat secara abstrak dan memprosesnya secara reflektif. Dengan itu, mengapa majoriti pelajar pengkhususan ERT (Pengajian Pakaian) adalah pencapah dan pemusat mungkin boleh diterangkan oleh faktor kematangan biologiikal dan kandungan sukatan pelajaran. Dari segi kematangan biologiikal, kajian (Glover, Bruning dan Flibeck 1983; Palainasamy, 1986; Kaseri, 1992; Huitt dan Hummel, 1998) telah mendapati sebahagian besar remaja masih terus menggunakan pemikiran operasi konkrit walaupun telah berada di tahap operasi formal berdasarkan tahap perkembangan kognitif Piaget. Pelajar ERT ini berkemungkinan menggunakan bersilih ganti kedua-dua jenis pemikiran di tahap operasi konkrit dan formal berdasarkan isi kandungan yang dipelajari dan pendekatan pengajaran dan pembelajaran pada ketika itu. Oleh itu, ini berkemungkinan dapat menerangkan kenapa sebahagian pelajar ERT (Pengajian Pakaian) mempersepsi maklumat secara reflektif dan aktif.

Analisis huraian sukatan pelajaran ERT (Pengajian Pakaian) pula menunjukkan aktiviti dan pendekatan pengajaran pembelajaran yang banyak dicadangkan ialah sumbang saran, perbincangan, demonstrasi, eksperimen dan lawatan. Semua cadangan aktiviti ini menyokong dan konsisten dengan cadangan aktiviti bagi pencapah seperti yang dicadangkan Wankat dan Oreovicz (2001) serta Sutliff dan Baldwin (2001). Keadaan ini mengukuhkan lagi gaya pembelajaran yang digunakan mereka.

Selain itu, sebahagian besar kandungan sukatan pelajaran dan pengalaman pembelajaran ERT (Pengajian Pakaian) ini pula menggunakan pengalaman konkrit, pemerhatian reflektif dan kurang menekankan perkembangan pemikiran abstrak. Sebagai contoh, dalam menghasilkan pakaian, pelajar ini hanya perlu mereka bentuk pakaian, menyediakan fabrik, alat jahitan dan pola, menggunting fabrik, menjahit pakaian, mengacu, menekan dan menilai pakaian serta membuat pengekosan projek.

Apa yang paling menarik dalam hasil kajian ini ialah terdapat pelajar yang menggunakan keempat-empat gaya pembelajaran dalam

mendapatkan maklumat. Kitaran pembelajaran Kolb ialah teori yang menerangkan langkah yang diperlukan bagi pembelajaran lengkap. Bagi pelajar yang seimbang ini, mereka merupakan pelajar yang cekap. Hal ini bermakna mereka mesti boleh melibatkan diri secara sepenuhnya, terbuka, dan tanpa *bias* dalam pengalaman baru. Mereka mesti boleh membuat refleksi dan melihat pengalaman mereka daripada pelbagai perspektif. Mereka juga mesti boleh mencipta konsep yang mengintegrasikan pemerhatian mereka ke dalam teori yang secara logiknya kukuh, dan boleh menggunakan teori ini dalam membuat keputusan dan menyelesaikan masalah (Dangwal dan Mitra, 1998). Mereka boleh menyesuaikan gaya pembelajaran berdasarkan situasi pembelajaran dan seterusnya menyempurnakan kitaran pembelajaran walaupun mereka lebih menyukai dan menggunakan sesuatu mod dan gaya tertentu. Kecekapan yang dimiliki mereka berkemungkinan disebabkan oleh kelebihan dalam pendedahan pengalaman yang diterima mereka. Pelajar yang hanya menggunakan satu atau dua gaya pembelajaran akan menyebabkan kekurangan dalam pembelajaran (Wankat dan Oreovicz, 2001).

Seterusnya, disebabkan gaya pembelajaran berkaitan dengan pekerjaan (Smith, 2000), gaya pembelajaran pelajar teknikal ini didapati bertepatan dengan pemetaan kerjaya yang disarankan oleh Kolb (1981). Dengan itu, bagi pelajar ini, proses pemerolehan pengetahuan dan maklumat di tempat kerja kelak adalah lebih mudah jika mereka menceburi bidang pekerjaan yang bertepatan dengan pengkhususan mereka di sekolah.

### KESIMPULAN

Pelajar aliran Pendidikan Teknikal menggunakan mod pemerhatian reflektif dan konseptualisasi abstrak dalam mempersepsi dan memproses maklumat. Majoriti pelajar lelaki dan perempuan aliran ini menggunakan mod pembelajaran abstrak dalam memproses maklumat. Dalam mempersepsi maklumat, pelajar perempuan lebih terarah ke dimensi aktif manakala pelajar lelaki terarah ke dimensi reflektif. Pelajar Kejuruteraan Mekanikal paling terarah ke dimensi abstrak dan reflektif dan pelajar Kejuruteraan Elektrik dan Elektronik paling terarah ke dimensi konkrit dan aktif. Sebahagian besar pelajar lelaki dan perempuan adalah penyesuai dan pemusat.

Bagi pelajar Kejuruteraan Awam, Mekanikal, Elektrik dan Elektronik dan ERT (Pengurusan Makanan), majoriti adalah penyesuai dan pemusat. Selain daripada pemusat dan penyesuai, pelajar Perdagangan dan Sains Pertanian adalah pencerap. Pelajar ERT (Pengajian Pakaian) pula adalah pencapah dan pemusat.

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## The Impact of Domestic and Foreign Direct Investments on Economic Growth: Evidence from ASEAN Countries

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### ABSTRACT

In this paper, the dynamic relationships between foreign direct investment (FDI), domestic investment and other determinants of economic growth were examined. Both the short-run and long-run growth processes were modelled using the ARDL approach to carry out cointegration analysis for five ASEAN countries. The main results included (i) domestic investment, FDI, human capital and financial intermediation significantly affected economic growth; (ii) FDI had a positive and significant effect on growth but this was of lesser magnitude as compared to domestic investment; and (iii) a strong support was found for an export-led-growth hypothesis, and the impact of technology transfer from international trade was larger than direct technology transfer from FDI. All in all, our empirical results from the ASEAN countries confirm the view that investments and exports are the engines of growth and it is worthwhile for the authorities to encourage domestic as well as foreign capital to put these countries back on their pre-crisis growth paths.

*JEL Classification:* F21, F23.

**Keywords:** Domestic investment, FDI, exports, ARDL, ASEAN

### INTRODUCTION

Foreign capital has started to flow into Malaysia and its neighbour countries (Singapore, Thailand, Indonesia and the Philippines) at accelerating rates since the early 1980s. Investors were attracted to these countries because of their sound macroeconomic fundamentals<sup>1</sup>. These dynamic economies of the Association of Southeast Asian Nations (ASEAN) had small

fiscal deficits, stable exchange rates, high saving rates, and not to mention, the highly regarded labour work force. Other domestic factors which could have significantly contributed to the surge of this foreign capital included the widespread deregulation in the financial markets and the easing of restrictions on capital inflows. More than two decades of rapid economic progress had made the region an attractive location for foreign

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<sup>1</sup> The five countries, Singapore, Malaysia, Indonesia, the Philippines and Thailand, are the founding members of the ASEAN. In a seminal paper, Sachs (2000) found these five countries as belonging to the list with the most successful export-promotion policies and attractive FDI. They had also won the race of absorbing technologies from abroad. Singapore has grown rapidly in term of its GDP per capita and stands out in the world economy. Except the Philippines, the other ASEAN-5 economies grew well above the world average (Hsiao and Hsiao, 2003).

capital, particularly the FDI. Beside these factors, various external factors, like low world interest rates and economic recession in the industrial countries, had contributed to the massive influx of the foreign capital inflows. In addition, the strong yen-dollar rate had also propelled Japanese investment into the region. Since the ASEAN currencies of these countries were more or less tied to a basket of currencies, primarily to the US dollar, Japanese companies found that they could use them as a low-cost substitute for their US manufacturing base.<sup>2</sup>

The objectives of this paper were two-fold: One, to investigate the long- and short-run impacts of the FDI, domestic investment, financial intermediation, exports and human capital on the economic growth, using data gathered from five ASEAN countries (ASEAN-5: Singapore, Malaysia, Thailand, Indonesia and the Philippines). These countries were selected because of their high domestic investment rates and the massive influx of the FDI in the last two decades or so. Much of the FDI is export-oriented and these countries were used by the Japanese and American firms as a platform for exports. Two, the research attempts to seek evidence in support of the domestic investment-led growth and export-led growth hypotheses. The remarkable growth records over the three decades, driven by exports and private investments, have offered a remarkable opportunity to test some of the well-known hypotheses in the growth theory. The researchers believe that the empirical findings, based on the ARDL approach, could complement those provided in the earlier studies.

This paper contributes to the existing literature in the following ways: first, a large body of the literature on the “Asian miracle” has emphasized on the vital role of the FDI inflows, as the main vehicle of economic growth, i.e.

the FDI-growth link (for recent survey, *see* Lim, 2001). They found the positive effects of the FDI on the economic growth, through capital accumulation and knowledge transfers, especially for countries with open trade regimes (Basu *et al.*, 2003). Although the general consensus suggests that FDI is crucial for a successful development, a more important question in the wake of the financial crisis, which broke out in 1997 in Asia, is that which investment has contributed more in the process of economic growth, FDI or domestic investment? Based on the cross-country evidence, most of the earlier studies concluded that the FDI promoted economic growth and spread the benefits throughout the economy. Contrary to this hypothesis, several authors have also argued that foreign capital crowded out the domestic investment (McCombie and Thirwall, 1994; Carkovic and Levine, 2005).<sup>3</sup> This argument applies to not only the short-term external debt or ‘hot money’ (mainly bank loans in the case of the ASEAN countries), but also to FDI.<sup>4</sup> Another way to present the issue is the fact that the flows in the FDI may well flow out under disguise. In what follows, FDI is not ‘bolted down’ although the physical asset it finances is. This is a little stretched as it suggests the loan will not come at sharp discount. For these reasons, some authors hold the view that the distinction between the short- and long-term capital is not important (Bird and Rajan, 2002). In assessing the impact of private capital inflows, Eichengreen (1991) pointed out that the global factors affecting capital inflows (including FDI) tended to have an important cyclical component. This has led to the repeated boom and bust in the capital inflows to the developing economies. Thus, developing countries face the challenge of having to design policies and institutional structures that could secure the most benefits from capital

<sup>2</sup> The inflow of FDI to these countries accelerated with the yen appreciation because production and investment in Japan itself became relatively more expensive.

<sup>3</sup> In our review of the literature, we find that not all empirical evidence supports the hypothesis that FDI play an important role in diffusing technology and stimulating economic growth. Rodrik (1999), for example, summarized this view. Rodrik wrote that: “today’s policy literature is filled with extravagant claims about positive spillovers from FDI but the evidence is sobering”.

<sup>4</sup> This is also in line with the argument by Alam *et al.* (1995) who argued in today’s highly mobile international markets, long-term assets are almost liquid as short-term assets; hence, they are regarded as close substitutes. In contrast, authors like Sarno and Taylor (1999) and Chuhan *et al.* (1996) found that unlike the “hot money”, the degree of reversibility of the FDI inflows is low as they contain large permanent component. In other words, countries which financed their current account deficits mainly via FDI are less likely to be susceptible to a crisis.

inflows (especially the short-term capital), while reducing the risk associated to sudden reversal and shrinking source of external funds. For these reasons and in the aftermath of the financial crisis, the attention in some of the ASEAN has shifted to domestic investment as the main engine of its economic growth.

Second, the idea that financial development can affect economic growth has long been conjectured by economists and policymakers (financial-led growth hypothesis). In addressing the issue, several papers have provided persuasive evidence that financial deepening contributes positively to growth (*see* Beck and Levine, 2004, for the survey of the literature). However, most of these papers did not emphasize on the possible contrasts between the short- and long-run impacts of financial development on growth. The few studies which have looked at the short- and long-term impacts of this variable on economic activities are inconclusive, and as such further research is warranted.<sup>5</sup> In our view, this distinction is important since the benefits of higher levels of financial development could be realized in the short-run; while in the long-run, as the economy grows and become more mature, these effects may be of lesser importance or simply disappear as suggested by some recent literatures (Fase, 2001; Darrat, 1999). The policy which is concerned with this finding in the post-crisis era is clear; if it is positive both in the short and long-run, as shown by the current results than the financial development may lead to capital inflow. Thus, it is important for the host countries to restructure and develop a financial structure to undertake more efficient investment allocation, and cater for an external capital market which shows a greater interest in emerging market economies.

Although many empirical studies have been carried out on the relationship between growth and its determinants, the results are

mixed. The ambiguous results of the existing studies, mainly stemming from the use of inappropriate econometric methods, call for further investigation. This is specifically to reduce the possible heterogeneity problem among the countries, in which the researchers relied on pure time-series method. The results from the bounds tests and the autoregressive distributed lag (ARDL) approaches, suggested by Pesaran *et al.* (2001), are more likely to be more persuasive than their predecessors. The use of the bounds tests is necessary because the power of the conventional unit root tests may be low for a time span typically available for empirical works (Narayan and Narayan, 2005; Akinlo, 2004; Alam and Quazi, 2003). The approach also allowed the researcher to take on the estimation problem of the data non-stationarity and differentiate between the long- and short-run relationships.

This paper proceeds in the following manners. Section 2 provides a summary of the empirical issues and Section 3 contains a description of the model and the data used in the analysis. The estimation technique is given in Section 4. Section 5 presents the results, while Section 6 summarizes the principal findings and draws some policy implications.

## EMPIRICAL EVIDENCE

The extent to which FDI contributes to development process depends on a wide range of factors in the host country. These include the rate of savings in the host country, the degree of openness as well as the level of technological development, among others. Empirical studies revealed that the FDI would have a positive effect on the growth prospect of the recipient economy, if the host country had a high savings rate, an open trade regime and high technology (Akinlo 2004).<sup>6</sup> Most studies also reported that the FDI inflows led to higher per capita income increase,

<sup>5</sup> It is worth mentioning that cross-country studies suffer from a high correlation between financial, institutional, legal and regional factors, making it difficult to clearly identify the effect of financial development on growth. Several recent studies showed that the results from cross-country studies might be picking up legal, social and institutional features of the countries under investigation rather than the positive impact of finance on growth. Driffill (2003) provided an excellent survey of this literature.

<sup>6</sup> Akinlo (2004) made a clear distinction between FDI concentrated on manufacturing industries (manufacturing FDI) and the FDI that focused on extraction industries. In this article, he argued that the FDI flows to Nigeria (mostly in the oil sector), which belonged to the latter category, did not enhance growth as much as those to the manufacturing.

an increase in economic growth and higher productivity growth. Other channels through which FDI may enhance growth include higher exports, apart from the spill-over effects on the rest of the economy in the host country.

In a panel data study of a group of 69 developing countries, Borensztein *et al.* (1998) uncovered the following evidences. First, the FDI is an important vehicle for transfer of technology and matters for economic growth. Second, the FDI is more productive than domestic investment, contributing more growth than domestic investment. These results, however, are conditional on the minimum threshold stock of human capital available in the recipient country, that is, there is a minimum level of education for which the effects of FDI turn positive. Indeed, the authors went on to say that FDI would contribute to economic growth only when a sufficient absorptive capability of advance technologies was available in the host country. In other words, the positive correlation between the FDI and economic growth is dependent on the availability of the human capital stocks, and the FDI alone might not play an ambiguous role in contributing to economic growth. All in all, the statistical evidence from their study revealed that the economic growth, FDI and human capital had a robust relationship.

Although most studies have predicted the positive impacts of the FDI, a few studies have attempted to quantify the short- and long-run effects of FDI on growth. These authors have argued that while there is a possible short-term positive impact on economic growth, there can also be a negative impact of the FDI on the longer-term growth prospects, due to intervening mechanisms of dependence, particularly “decapitalization” and “disarticulation” (lack of linkages). Thus, unlike the modernization hypothesis which predicts that FDI promotes economic growth, the so-called dependency hypothesis predicts a negative correlation between the stock of FDI and growth rate. In this paper, the researchers explicitly looked at the short- and long-run impacts of the FDI on economic growth using the ARDL modelling approach.

The sign on financial depth can either be positive or negative, depending on whether financial development reduces or increases capital flight. If it reduces the capital flight, it will then have a positive sign; otherwise, the variable will carry a negative sign. Levine *et al.* (2000) showed that there was a strong positive relation between financial intermediary development and long-run economic growth. In a related work, Beck *et al.* (2000) showed a robust, positive link between financial intermediary development and both real per capita GDP growth and total factor productivity. Several studies have also highlighted the short- and long-run impacts of financial development on growth which showed contradictory results. For example, Darrat (1999) and Fase (2001), in their articles, argued that the benefits of higher levels of financial development could be realized in the short-run, whereas when the economy becomes more mature these effects somewhat disappear in the long-run. The findings from these two studies suggested that in order to examine the effects of financial development on economic growth, one needed to consider the both the short- and long-run relationships.

In the case of exports, the empirical evidence clearly suggests that countries, which experience phenomenal growth rates, are also those which are successful exporters. Exports are expected to play an important role in all the five economies. A visual inspection of the data, on the country-to-country basis, reveals that the export performances of the ASEAN countries were remarkable between 1981 and 1995. Starting from 1995, however, the export growth rates declined, the exports became virtually stagnant in 1996 and 1997, declined in 1998, and were only recovered after the second half of 1999. The researchers have also noticed that the decline in the export activities also lead to economic slowdown in all the countries under current investigation.<sup>7</sup>

The theoretical argument is that export orientation increases the openness of the economy, and by exposing it to foreign technology and foreign competition, provokes a rapid rate of technological progress. Export-promotion policies have been advocated as a superior development

<sup>7</sup> Except for the Philippines, the correlation between the GDP and exports shows that they are strongly correlated.

strategy for developing countries by many scholars. There are plenty of empirical evidences to support of the export-led growth hypothesis (Bahmani-Oskooee and Alse, 1993; Sachs and Warner, 1999; Esfahani, 1991). An important conclusion which emerged from all these studies was that countries with a higher export growth, over an extended period, tended to grow faster than others. For example, Esfahani (1991) suggests that the export promotion policies supply foreign exchange resources to semi-industrialized countries, which relieves import shortages and allows output expansion.

### THE THEORETICAL MODEL AND SOURCE OF DATA

In this study, the researchers adapted the theoretical exposition of Borensztein *et al.* (1998) and more recently Akinlo (2004), in specifying a model to identify determinants of economic growth. However, the researchers also considered an open economy where technical progress was the result of foreign and domestic capital deepening and human capital. The economy produces output according to the following technology:

$$Y_t = AH_t^\alpha K_t^{1-\alpha} \quad (1)$$

where,  $A$  represents the exogenous state of environment,  $H$  denotes the human capital, and  $K$  stands for physical capital. The total capital is composite of a continuum of varieties of capital goods  $x(j)$ , and this is given by:

$$K = \left\{ \int_0^N x(j)^{1-\alpha} dj \right\}^{\frac{1}{1-\alpha}} \quad (2)$$

Suppose the domestic firms invest  $(k)$  out of total capital  $(K)$ , and foreign firms invest  $(k^*)$ , the total capital invest is then:  $K=k+k^*$ . Taking the differential of Eq.1 and rearranging the result, yielding the demand for  $m(j)$  each variety of capital goods  $x(j)$ :

$$\frac{\partial Y_t}{\partial K} = (1-\alpha)AH_t^\alpha K_t^{-\alpha} \text{ Or } m(j) = A(1-\alpha)H^\alpha x(j)^{-\alpha} \quad (3)$$

To start the production, requiring a fixed set-up cost  $(F)$  is needed. Assume that fixed set-up cost depends negatively on the ratio of the foreign capital to the total capital investing in the host country  $(k^*/K)$  and also negatively to domestic capital compared to the rest of the world's capital,  $K^*$ ,  $(k/K^*)$ . That is, the higher the domestic capital,  $(k/K^*)$  the lower the cost of adopting new technology will be. Thus, the set-up cost function is:  $F = F(k^*/K, k/K^*)$ ; where:

$$\frac{\partial F}{\partial (k^*/K)} < \frac{\partial F}{\partial (k/K^*)} < 0$$

Following Borensztein *et al.* (1998), by assuming that there is constant marginal cost of production of  $x(j)$  equals to 1, and the capital goods depreciate fully and assuming a steady state where the interest rate  $(r)$  is constant, profits for the producer of new variety of capital  $j$  are:

$$\Pi(j)_t = -F(k_t^*/K_t, k_t/K_t^*) + \int_t^\infty [m(j)x(j)]e^{-r(s-t)} ds \quad (4)$$

The maximization of Eq. (4) subjects to the demand Eq. (3) generates the following equilibrium level for the production of each good  $x(j)$ :

$$x(j) = HA^{1/\alpha} (1-\alpha)^{2/\alpha} \quad (5)$$

Substituting Eq. (5) into the demand function Eq. (3), the researchers obtained the following expression for the rental rate:  $m(j) = 1/(1-\alpha)$ . Assuming that there is a free entry, and the rate of return  $(r)$  will be such the profits are equal to zero, and solving the zero profits condition, the researchers would yield:

$$r = A^{1/\alpha} \phi F (k^*/K, k/K^*)^{-1} H, \text{ where } \phi = \alpha (1-\alpha)^{(2-\alpha)/\alpha} \quad (6)$$

Individuals maximize their utility due to the standard inter-temporal utility function, and the rate of consumption growth must, in a steady

<sup>8</sup> Borensztein *et al.* (1998) included interactive effect between school enrolment and FDI, initial conditions and government consumption, among others, in the growth equations. The authors went on to argue that greater government consumption is associated with a less efficient allocation of resources. In this study the effect of exports and gross domestic saving on the growth process in the ASEAN countries was considered. Ideally, the researchers would have liked to include all these variables; however, due to the small sample size, they were unable to include them all in the growth equation.

state, be equal to the rate of growth of the output. Given a rate or return equals to  $r$ , the optimal consumption path is given by the a standard condition:

$$\frac{C_t}{C} = \frac{1}{\sigma}(r = \rho) \text{ Or } g = \frac{1}{\sigma}(r = \rho) \quad (7)$$

Substituting Eq. (6) with Eq. (7), the researchers obtained the following expression for the rate of economic growth:

$$g_y = g_c = \frac{1}{\sigma} [A^{1/\alpha} \phi F(k^*/K, k/K^*) - 1 - H - \rho] \quad (8)$$

Eq. (8) shows the factors which affect the economic growth. In this model, the FDI and domestic investment are the important factors which have a positive impact on the growth processes measured by the foreign capital ( $k^*/K$ ) and domestic capital ( $k/K$ ) invested to produce products ( $k^*/K$ ), the FDI and domestic investment reduce the cost of introducing new varieties of capital goods, thus increasing the rate at which new capital goods are introduced. Furthermore, the effects of foreign and domestic investment, on the growth rate of the economy, are positively associated with the level of human capital, that is, the higher the level of human capital ( $H$ ) in the host country, the higher the effects of the foreign and domestic capital on the growth of the economy.

In this line of research, most earlier studies have included all or a subset of the following variables as the exogenous variables in the growth equation: FDI, domestic investment, financial intermediation, exports and human capital (Romer, 1990; Levine and Zervos, 1998; Borensztein *et al.*, 1998; Beck *et al.*, 2000). Besides the above variables, Eq. (8) introduces a set of variables ( $A$ ) which affect the economic growth

rate in developing countries. Among the set of the variables, financial intermediation, initial GDP per capita and exports of goods and services are the most variables which encourage the economic growth in the ASEAN-5. In specific, the model used is:

$$g_t = \alpha_0 + \alpha_1 FDI + \alpha_2 FI + \alpha_3 GDI + \alpha_4 X + \alpha_5 H + \varepsilon_t \quad (9)$$

where,  $g$  denotes the growth rate and as usual, it is measured as by the real GDP per capita growth rate. The  $FDI$  denotes the logarithm of foreign direct investment,  $FI$  denotes the logarithm of financial intermediation (M2/GDP),  $GDI$  denotes the logarithm of the gross domestic investment,  $X$  is the logarithm of export of goods and services as a share of the GDP (to measure openness), and  $H$  denotes secondary school attainment as a proxy of human capital.<sup>9</sup> The residual term  $\varepsilon$  is added to the model to capture the unobserved effects and is assumed to be white noise. In this paper, the researchers used the FDI flow data instead of the FDI stock. Using the FDI flow in the empirical estimation is logically more comparable to measure the trade flows. At the same time, the researchers also included both trade and FDI in the model, since the two variables were expected to play important roles in promoting the international technology diffusion.<sup>10</sup> More importantly, this also allowed the researchers to compare the impact of the two variables on the economic growth. The parameters of the model in Eq. (9) are given by  $\alpha$ 's, and  $\alpha_1 \alpha_2 \alpha_3 \alpha_4 \alpha_5 > 0$ . For this, the researchers noted that the choice of variables was guided by some previous studies and the availability of data for the sample period.

In order to carry out the cointegration analysis, the researchers formulated the variable space as  $[g, FDI, FI, GDI, X, H]$ . There are a number of concerns with regards to previous

<sup>9</sup> Levin and Zervos used bank credit, stock market capitalization and stock market value traded as indicators of financial development. The choice of proxy used in this study (M2/GDP) provided the researchers with considerable more observations to estimate Eq. (9) for the countries under investigation.

<sup>10</sup> In fact, previous findings suggest that the high degree of openness has led countries like Singapore and Korea to experience successful growth in the past few decades. For more detailed discussions on the R&D-based growth models, see Grossman and Helpman (1991) and Romer (1990). It is also noted that the labour input is an important variable in the neoclassical growth models; nevertheless, for the purpose of simplicity, the researchers followed Levine and Zervos (1998), and Borensztein *et al.* (1998) and excluded this variable in the estimated model used in the current study. This might lead to an omitted variable bias in the empirical result of this study.

empirical works which have attempted to model Eq. (9) or its variants. First, while the nature of the  $I(1)$  variable has received due recognition, and proper estimation techniques have been used, the short data span typically used in these studies, might distort the power of standard tests, and lead to misguided conclusions. Second, a time series analysis of individual country data could be much more insightful than a cross-country growth equation, because it allowed for different economic structures and rule of law. Third, it is important to distinguish between the long- and short-run relationships. The distinction is important as some variables, mentioned in the earlier section, could be important in the short-run, but as the economy grew and became more matured in the long-run, these effects might slowly disappear. Finally, the researchers split the investment into FDI and all other capitals (domestic or non-FDI). The purpose was to show the impacts of the domestic versus foreign capital on the economic growth. This approach had also been adopted by Most and Van Den Berg (1996) in examining whether the source of investment financing mattered in the developing economies.

The sample of the current study consisted of five ASEAN countries (ASEAN-5: Indonesia, Malaysia, the Philippines, Thailand and Singapore). The study covered the period from 1968 to 2002. The annual data were drawn from two main sources: a) the International Financial Statistics database, the International Monetary Fund (IFS, IMF various issues) and the Asian Development Bank database (ADB, various issues).

### ESTIMATION TECHNIQUES

To shed light on the dynamic relationship, between the growth rate and its determinants, the researchers deployed the ARDL cointegration procedure introduced by Pesaran *et al.* (1996, 2001). One important difference between the ARDL and other cointegration techniques, such as Johansen's procedure, is that the procedure does not require pre-testing for unit roots. Hence, the ARDL has the advantage as it obviates

the need to classify of variables into  $I(0)$  or  $I(1)$ .<sup>11</sup> Furthermore, Pesaran and Shin (1999) demonstrated that the appropriate lags in the ARDL model corrected both the serial correlation and endogeneity problems.

To highlight the procedure, consider a model with two variables  $[y, x]'$ . The variables can be distinguished by estimating each equation considering each of the variables as a dependent variable, as shown in the following equations:

$$\Delta y = \alpha_{0y} + \sum_{i=1}^n b_{1y} \Delta y_{t-i} + \sum_{i=0}^n b_{2y} \Delta x_{t-i} + \gamma_{1y} y_{t-1} + \gamma_{2y} x_{t-1} + \varepsilon_{1t} \quad (10)$$

$$\Delta x = \alpha_{0x} + \sum_{i=0}^n b_{1x} \Delta y_{t-i} + \sum_{i=1}^n b_{2x} \Delta x_{t-i} + \gamma_{1x} y_{t-1} + \gamma_{2x} x_{t-1} + \varepsilon_{1t} \quad (11)$$

Here,  $\gamma$ 's are long-run multipliers,  $\alpha$ 's are the drift terms and  $n$  is the order of the underlying model. Notice that the lagged values of  $\Delta y$  and the current and lagged values of  $\Delta x$  in Eq. (10) model the short run dynamic structure of the model. Similarly, the lagged values of  $\Delta x$  as well as the current and lagged values of  $\Delta y$  in Eq. (11) capture the short run dynamics of  $\Delta x$ . To test the existence of a long-run relationship between  $y$  and  $x$  in the above setting, the researchers might rely on the standard  $t$ - or  $F$ -statistics (Pesaran *et al.*, 2001; Banerjee *et al.*, 1998). The bound tests (BT) for the absence of any level relationship between  $x$  and  $y$ , might be tested through the exclusion of the lagged variables  $y_{t-1}$  and  $x_{t-1}$  in the error-correction model given by Eq. (10). The hypothesis could therefore be examined using the standard  $F$ -test (or the Wald test). The  $F$ -test had a non-standard distribution and the critical values were tabulated in Pesaran *et al.* (2001). If the computed  $F$ - and  $t$ -statistics are shown to be higher than the upper bound of the critical values, the null hypothesis of the no cointegration could then be rejected. Nevertheless, if the data supports the existence of a long-run relationship, the second stage, a further two-step procedure to estimate growth model is then carried out. In the first step, the researchers utilized the Akaike Information Criteria (AIC) and Schwartz Bayesian Criteria (SBC) to select the order of the lags to

<sup>11</sup> This issue is relevant in the present context as several authors have pointed out some of the variables used in the growth equation are a mixture of stationary and non-stationary variables.



be employed in the ARDL model. In the second step, both the long- and short-run parameters of the model were estimated.

### EMPIRICAL RESULTS

The results of the investigation are reported in Table 1 for each of the countries under investigation. The calculated  $F_{\Delta GDP}$  statistics were found to be 9.555 (Indonesia), 6.456 (Malaysia), 3.388 (Philippines), 8.417 (Thailand) and 3.571 (Singapore). Notice that all of the statistics are higher than the upper bound CV (2.08-3.00), i.e. at 10% significance level or better. Meanwhile, the  $t$ -test tests showed that (with the exception of the Philippines) the calculated statistics were higher than the upper bound CV (-2.57, -3.86)

at 10% significance level. To investigate the uniqueness of the long-run relationship between the variables, the researchers repeated the same exercise by treating each of the variables in Eq. (9) as a dependent variable and computed the corresponding  $F$ - and  $t$ -statistics.<sup>12</sup> It is important to highlight that all the computed  $F$ -values for  $F_{\Delta GDI}$ ,  $F_{\Delta FDI}$ ,  $F_{\Delta FI}$ ,  $F_{\Delta X}$ ,  $F_{\Delta H}$ , and the  $t$ -values for  $t_{\Delta GDI}$ ,  $t_{\Delta FDI}$ ,  $t_{\Delta FI}$ ,  $t_{\Delta X}$ ,  $t_{\Delta H}$  were found to be lower than the lower bound of the CVs or fell within the inclusive range of the CVs. Additionally, the standard unit test (not reported) indicated that all variables which fell within the inclusive range were integrated at the order one,  $I(1)$ .<sup>13</sup>

To sum up, two important conclusions have emerged from the analysis so far; first, the test

TABLE 1  
F-and t-statistic for the analysis of the existence of a long-run relationship

	Indonesia	Malaysia	Philippines	Thailand	Singapore
$F_{\Delta GDP}(\Delta GDP; GDI, FI, FDI, X, H)$	9.5548***	6.4560***	3.3880**	8.4168***	3.5708**
$t_{\Delta GDP}(\Delta GDP; GDI, FI, FDI, X, H)$	-5.2211***	-3.9810*	-2.0393	-3.9711*	-4.9131***
$F_{\Delta GDI}(\Delta GDI; GDP, FI, FDI, X, H)$	1.1694	1.9238	2.3860	1.1892	2.5828
$t_{\Delta GDI}(\Delta GDI; GDP, FI, FDI, X, H)$	-0.2637	-0.2862	0.4415	-2.4407	-0.6017
$F_{\Delta FDI}(\Delta FDI; GDI, FI, GDP, X, H)$	2.0895	2.2262	2.4407	2.3132	1.1833
$t_{\Delta FDI}(\Delta FDI; GDI, FI, GDP, X, H)$	-2.2516	-1.9101	-2.6703	-2.8675	-2.1844
$F_{\Delta FI}(\Delta FI; GDI, FDI, GDP, X, H)$	2.2407	2.8318	2.3887	2.3255	1.8097
$t_{\Delta FI}(\Delta FI; GDI, FDI, GDP, X, H)$	0.2820	-0.4927	-1.1261	0.3657	-0.2801
$F_{\Delta X}(\Delta X; FDI, GDI, FI, GDP, H)$	2.0043	2.1330	1.4246	2.8204	2.2792
$t_{\Delta X}(\Delta X; FDI, GDI, FI, GDP, H)$	-3.0628	-2.3797	-2.0766	-1.6213	-1.0028
$F_{\Delta H}(\Delta H; FDI, GDI, FI, GDP, X)$	2.0083	1.2928	1.0318	2.6996	2.0672
$t_{\Delta H}(\Delta H; FDI, GDI, FI, GDP, X)$	-2.2488	0.2820	-2.0371	-1.6974	-0.7887

Note: The lag order (p) of the underlying ECM was selected using the SBC, AIC and the LM tests for residual correlation. The F-statistic was compared with the critical bound of the statistic for the zero restriction on the coefficient of the lagged level variables provided in Pesaran et al. (2001); Table C1.ii. The t-statistic was compared with the critical bounds of the statistic for the zero restriction on the lagged level of the dependent variable provided in Pesaran et al. (2001); Table C2.iii. Number of regressors =5. Asterisk (\*), (\*\*), (\*\*\*) denotes that F-statistics and t-statistics above the 10%, 5%, 1% upper bound CV, respectively.

<sup>12</sup> Pesaran *et al.* (2001) noted that the bounds test was based on a single equation approach and therefore, it was inappropriate to apply this test when more than one long-run relationship existed.

<sup>13</sup> To conserve space, the results of the standard unit root test are not reported here, but they are available upon request.

statistics pointed to the fact that there a “unique and stable long-run relationship” exists between the per capita GDP and its determinants; second, the outcomes of the bound tests suggested that the five independent variables in Eq. (9) could be treated as exogenous variables in the growth model. Like the exports-growth nexus, the FDI causes economic growth in the FDI-growth nexus. Thus, the findings are in favour of the exported growth and investment-led (or FDI) growth hypotheses. The two causal relations suggest that two important sources of growth in the ASEAN-5 are exports and investments (both domestic and foreign investments).

Given the evidences presented in Table 1, the researchers then proceeded with the estimation of the long-run parameters of the growth model for the ASEAN-5. It was noted that the ARDL method possessed the additional advantage of yielding consistent estimates of the long-run parameters known to be asymptotically normal, irrespective of whether the variables are  $I(0)$ ,  $I(1)$  or mutually integrated. In addition to this, Pesaran *et al.* (2001) have demonstrated that appropriate lags in the ARDL are important to correct both the serial correlation and problems associated with endogeneity. To this end, the researchers relied on the SBC, and the results are reported in Table 2.

The empirical results clearly highlighted the importance of domestic investment and exports in the growth process of the five ASEAN countries. It is crucial to note that the coefficients are statistically significant at conventional significance levels and both carry a positive sign. The coefficient for the domestic capital varies from 0.027 (Indonesia) to 0.506 (Singapore), and as for FDI, it ranges from 0.032 (Malaysia) to 0.094 (Indonesia), excluding the Philippines, where the coefficient was found to be positive but statistically insignificant. Similarly, it is useful to note that the gross domestic savings ratio in the Philippines declined for the sample period under investigation. As for the other ASEAN countries, the same ratio was found to increase sharply over the same period.

Based on the growth equation, it is clear that FDI has an exogenous positive effect on the

economic growth in all the ASEAN countries (with the exception of the Philippines). As expected, with the same levels of FDI, different outcomes were yielded in terms of growth. As for Indonesia, Malaysia, Thailand and Singapore, restrictions and barriers to foreign capital were modified or removed in the 1980s. In the Philippines, the Foreign Act of 1991 only relaxed the rules and regulations on the FDI. In addition, the net FDI to GDP (0.8%) was relatively low as compared to other ASEAN countries (for example, the figure is around 4.3% for Malaysia). At the same time, the Philippines also did not have a good infrastructure for the FDI (Marwah and Tavakoli, 2004). Moreover, the Philippines imposed restrictions and high tariffs on imports until the late 1990s. Import restriction and tariff rates were only reduced after the economic reforms in the 1990s. Thus, the lack of openness to capital inflows (technological diffusion) into the Philippines has accounted for the relatively poorer growth rates for this country. On the whole, the evidence appeared to be in favour of the hypothesis that FDI was growth enhancing. Therefore, an important policy lesson, which emerged from this finding, was that policies that tended to limit the free flow of FDI might affect the economic growth.

The researchers have also noticed that growth is more responsive to domestic investment than the FDI in the long-run model; the sole exception is Indonesia. All in all, the evidence suggests that the domestic investment in ASEAN is an important element in the growth equation. In particular, the point estimated for the FDI was lower than the coefficient for the national savings (GDI) in Singapore, Malaysia, the Philippines and Thailand. This suggests that foreign capitals in the form of FDI are not more productive than the GDI. Thus, finding of the current study is in line with a recent study by Sato (2003) and the firm-level study by Aitken and Harrison (1999) and Haddad and Harrison (1993), among others.<sup>14</sup> As for the case of Indonesia, the evidence suggests that the FDI is more productive than the domestic investments in the long-run growth equation.

<sup>14</sup> Based on the panel studies, Sato (2003) also provides some suggestive evidences that the impacts of foreign capital (including FDI) on growth are not more productive than the national savings, implying that there is no or little spill-over effects from the FDI.

More importantly, the results of the current study suggested that the FDI, by itself, contributed positively to economic growth but the domestic investment yielded higher benefits than the FDI in all but one country—Indonesia. In the study by Borensztein *et al.* (1998), it was argued that in order for the FDI to have a beneficial impact on growth, the host country must have attained a sufficient high level of development (education). The researchers did not dispute the argument that more human capital would result in higher economic growth, but the positive contribution of the FDI to growth (as reported in this study) challenged the notion that the FDI could be beneficial only in the presence of sufficient levels of human capital. Interestingly, the researchers also found that the point estimates of exports variables were not only positive but also larger than the FDI. The long-term effects of the international R&D spill-overs, through the international trade on growth, were observed in all the countries under

investigation (including the Philippines). Just like the other ASEAN countries, the Philippines is also an export-led growth economy. As shown in Table 2, the general results appear to indicate that the impacts of exports on the economic growth are larger than the FDI. This is an important result as it indicates the importance of the export-oriented strategy in the development process of the ASEAN-5 economies.

With the sole exception of Indonesia (positive but insignificant), human capital (H) has been indicated as a positive effect on growth, and it is significantly different from zero at conventional significance levels. Human capital (skill and educational levels) directly affects economic growth. In specific, it emerged as the most important variable for Malaysia (0.394), the Philippines (0.383) and Thailand (0.682). This finding seemed to remind us the importance of human capital in the growth prospects of

TABLE 2  
The long-run growth model (dependent variable per capita GDP)

Regressor	<i>Countries</i>				
	Indonesia	Malaysia	Singapore	Philippines	Thailand
GDI	0.0266 [2.2051]**	0.1198 [4.3619]***	0.5058 [6.3362]***	0.2072 [2.8395]***	0.4596 [4.5518]***
FDI	0.0938 [2.1594]**	0.0316 [3.1237]***	0.0578 [1.7973]*	0.0058 [0.0249]	0.0447 [1.7470]*
FI	0.1965 [5.0628]***	0.1406 [2.2288]**	0.9988 [12.278]***	-0.1472 [-1.3115]	0.0012 [0.0076]
X	0.1803 [2.3424]**	0.2404 [5.8473]***	0.3427 [3.5837]***	0.3171 [2.6012]***	0.1533 [1.7700]*
H	0.0866 [1.4767]	0.3941 [2.5580]**	0.1021 [1.7402]*	0.3833 [2.3630]**	0.6824 [3.8951]***
C	-1.0238 [1.2163]	-6.8715 [-5.6539]***	-3.4903 [8.8317]***	9.3996 [6.9918]***	-17.354 [-7.5677]***
Time Period	1969-2002	1968-2002	1969-2002	1970-2002	1968-2002

*Note:* Asterisks (\*\*\*), (\*\*), (\*) represent 1%, 5%, 10% significant levels, respectively. The t-ratios are reported in square brackets. The following notation applies: GDP denotes per capita gross domestic product; GDI, gross domestic investment; FDI, foreign direct investment; FI, financial intermediation (M2/GDP); H, human capital; X exports of goods and services.

the ASEAN economies.<sup>15</sup> There is now a large literature following the work of Barro (1991) and Gemmel (1996), which have consistently revealed that the human capital is growth-enhancing. Finally, financial intermediation (F1) enters with a positive significance in three countries, namely Singapore, Malaysia and Indonesia. From a policy perspective, this means that the financial reforms, undertaken in the post-crisis period, by these countries are expected to improve the economic prospects of the crisis-affected countries. The variable appeared to have the most impact on the growth of Singapore (0.999) and Indonesia (0.197). Interestingly, the researchers discovered that financial intermediation played an important role for the matured economy like Singapore. This might not be consistent with the argument made by Fase (2001) and Darrat (1999), i.e. as the country matured, the relationship between financial and economic growth disappeared. For the case of Thailand and the Philippines, financial development appeared to have no significant effect on growth. Therefore, the evidence between the relationship on financial development and economic growth in the region is mixed. Nonetheless, the researchers believed that the conflicting results might have arisen due to the different stages of development in the financial markets in these ASEAN countries. At the same time, the researchers also noticed that despite the rapid development in the financial structure in Thailand, it was still dominated by a small group of banks, limited availability of financial instruments and thin capital market with the exception of the stock market.<sup>16</sup>

In general, the long-run results yielded in the present study are in line with the findings of the growth literature in that foreign and domestic investments, financial intermediation, exports and human capital are primary sources of economic growth (Levine, 1997; King and Levine, 1993; Beck *et al.*, 2000) just to name a few. In more

specific, the statistical evidence found in this study did not support of the notion that financial deepening encouraged capital flight as claimed by authors like Akinlo (2004).

The short-run dynamics of the economic growth, based on ARDL models the ASEAN-5 countries, are displayed in Table 3. A battery of diagnostic checks indicated that the models selected had been adequately specified. None of the statistics shown in the table are significant at the 5% level. The models satisfied the conditions of the non-autocorrelation, homoskedasticity and normal disturbance. The adjusted  $R^2$  ranged from 0.76 (Thailand) to as high as 0.96 (the Philippines), suggesting that the error correction models (ECM) fitted the data reasonably well for all the countries under consideration.

As shown in Table 3, the estimated value of the lagged error-correction term ( $ECM_{t-1}$ ), based on the ARDL method, is negative and less than unity. The coefficient is statistically significant, implying that the ECM tends to cause per capita GDP to monotonously converge to its long-run equilibrium path in relation to the changes in the exogenous "forcing variables." This finding further strengthens the earlier results on the long-run equilibrium relationship between per capita GDP and GDI, FDI, FI, X, and H (*see* Kremers *et al.*, 1992 on this issue). The coefficients of the lagged ECM ranged from as high as 0.696 (Malaysia) to as low as 0.393 (Indonesia), suggesting that the speed of re-adjustment to equilibrium following a shock is fairly rapid. For instance, Malaysia had more than 69 % of the adjustment completed in a year.

The coefficients of the domestic investment and FDI are positively signed and again, the size of the coefficient of the domestic investment is noticeably larger than the FDI in four out of the five countries, indicating that the domestic investment is more effective in boosting the economic growth than the FDI, even in the short-run. The literature has suggested that domestic

<sup>15</sup> The Philippines exhibited some favourable educational trends in relation to the other ASEAN countries. Secondary enrolment in the early 1990s exceeded those of Indonesia and Thailand. At the tertiary level, the percentage exceeded that of Malaysia, Thailand and Indonesia (Canlas, 2003). There is also a need to explore alternative proxies of the education variable and its role in facilitating technological progress. Unfortunately, limited data precluded the researchers from pursuing this extension.

<sup>16</sup> The banking system in Thailand is highly concentrated with two-thirds of the total bank assets being accounted for by the five largest banks (Chowdhury, 1997).

TABLE 3  
Error correction models (dependent variable per capital GDP)

Regressor	<i>Countries</i>				
	Indonesia	Malaysia	Philippines	Thailand	Singapore
ECM (-1)	-0.3925 [-4.7028]***	-0.6962 [-5.6081]***	-0.4207 [-3.3369]***	-0.42488 [-5.2792]***	-0.5572 [-8.4403]***
ΔGDI	0.0105 [2.1041]**	0.0834 [3.7962]***	0.0872 [2.5975]***	0.19526 [8.1840]***	0.2818 [5.2877]***
ΔFDI	0.0858 [5.4458]***	0.0220 [3.4693]***	0.0024 [0.0250]	0.0194 [1.9392]*	0.0321 [1.7618]*
ΔX	0.0707 [2.7272]***	0.2610 [6.8167]***	0.1334 [3.0802]***	0.0651 [1.8744]*	0.4120 [4.7810]***
ΔFI	0.18294 [4.5136]***	0.0979 [1.8942]*	0.0264 [0.5055]	0.0051 [0.0076]	0.3281 [4.5409]***
ΔH	0.0340 [1.5946]	0.2744 [2.6411]***	0.1613 [1.7119]*	0.2830 [5.3624]***	0.0569 [1.7131]*
C	-0.4018 [-1.3263]	-4.7838 [-3.4964]***	3.9548 [2.9760]***	-7.3737 [-8.0814]***	-1.9448 [-6.6420]***
$\bar{R}^2$	0.77	0.94	0.96	0.76	0.79
Diagnostic Tests					
A: AR (1)	2.0540 [0.152]	1.3777 [0.241]	1.6015 [0.206]	0.3081 [0.579]	0.9699 [0.325]
B: RESET (1)	0.7706 [0.689]	1.3454 [0.246]	1.8860 [0.170]	0.0313 [0.842]	0.0342 [0.853]
C: NORM. (2)	0.8876 [0.642]	0.1087 [0.947]	0.8806 [0.642]	0.1559 [0.925]	0.2362 [0.889]
D: HETRO. (1)	0.32812 [0.567]	0.9235 [0.337]	0.5226 [1.045]	1.1073 [0.293]	0.8474 [0.357]

*Notes:* The SBC selects an ARDL (1,1,1,0,0,0) for Indonesia, (1,0,0,1,0,0) for Malaysia, (1,0,1,0,1,0) for Singapore, (1,0,0,0,0,1) for Thailand, and (1,0,0,0,0,0) for the Philippines. For example, (1,1,1,0,0,0) for Indonesia means that 1 lag was imposed on the GDI, 1 lag on FDI, one lag on X, 0 lag on FI and 0 lag on H. The *t*-ratios are presented in square brackets. Asterisks \*\*\*, \*\*, \* represent 1%, 5%, 10% significant levels, respectively.  $\Delta$  denotes the first difference of each variable. The following notation applies: GDP denotes per capita gross domestic product; GDI, gross domestic investment; FDI, foreign direct investment; FI, financial intermediation (M2/GDP); H, human capital and X, export of goods and services. The probabilities of  $\chi^2$  for the diagnostic tests are represented in square brackets. A: Lagrange multiplier based on the Breusch-Pagan LM test for residual serial correlation; B: Ramsey's RESET test using the square of the fitted values; C: Based on a test of skewness and kurtosis of residuals; D: Based on the regression of squared residuals on squared fitted values.

capital is largely used in lower industrial activities and that foreign capital is usually invested in high technology innovations. The results gathered in the current study suggested that this might not be the case for the emerging ASEAN countries selected for this study.

The results presented in Table 3 show a statistically and economically significant relationship between financial intermediation and economic growth in Singapore, Malaysia and Indonesia. The effect is more pronounced in a country with a larger and more efficient capital

market. It is worth highlighting that the recent literature points out the fact that the financial intermediary sector can alter the path of economic progress, but the dispute is on the fundamental channels, in which financial intermediaries are connected to growth. According to the Schumpeterian view, the financial intermediary sector alters the path of economic progress by affecting the allocation of savings and not necessarily by altering the rate of savings. This view highlights the impacts of financial intermediaries on the growth of total productivity. Alternatively, a vast development economics literature argues that better financial intermediaries influence growth primarily by raising domestic savings rates and attracting foreign capital (Beck *et al.*, 2000). Thus, the result of the present study seems to be consistent with the view that financial intermediation exerts a significant impact on economic growth. This could be through one or both channels which connect financial intermediaries to growth. The empirical evidence holds both in the short- and long run.

In the survey of the literature presented in this study, the researchers found that there was no obvious agreement on whether the causality in the exports-growth nexus ran from export to economic growth, i.e. the export-led growth hypothesis. However, the empirical findings of this study, gathered from the ARDL bounds tests, are in favour of the export-led-growth hypothesis. There is a positive correlation between exports (openness) and economic growth (productivity) and that an outward-oriented trade strategy will enhance growth (*see* Table 3). Given that the pattern of the FDI flows to ASEAN countries was mostly in manufacturing (manufacturing FDI), it was therefore expected that the FDI inflow would lead to a higher growth. Thus, the findings of this study broadly support the argument that the FDI has made a positive contribution to the economic growth of the ASEAN countries. Furthermore, export-expansion oriented policies are crucial in stimulating both the domestic and foreign investments and consequently, the economic growth. Some other earlier studies have also

verified the growth effect of exports. For instance, Sachs (2000) found that countries which were successful in export-promotion policies and attracting FDI could earn foreign exchange reserves as well as facilitate the upgrading of the nation's technologies, which in turn, would affect growth (*see also* Grossman and Helpman, 1991; Marwah and Tavakoli, 2004).

The researchers also investigated the impacts of human capital on per capita GDP. The results reveal that human capital has a positive and significant effect on enhancing economic growth in all countries, except Indonesia. The implication of this is that the presence of a sufficient level of human capital in the host economy increases the capability of the economy to receive more advanced technology, and thereby enhances the process of the productivity growth. This result is consistent with the view in the literature that human capital is one of the major determinants of the long-run growth rate (Barro, 1991). The result yielded for Indonesia was rather surprising. Perhaps, it is a result which indicates that the manufacturing sector in Indonesia is still focusing on low-technology (or simple electronic) products. Of course, further research is needed to obtain a more reliable conclusion.

Finally, the stability of the long-run parameters and the short-run movements for each equation was also examined. To this end, the researchers relied on the cumulative sum (CUSUM) and cumulative sum squares (CUSUMSQ) tests proposed by Brown *et al.* (1975). The plot of CUSUM and CUSUMSQ statistics (no shown here) stays within the critical 5% bounds for all equations. Neither CUSUM nor CUSUMSQ plots cross the critical bounds, indicating no evidence of any significant structural instability. Surprisingly, the tests could not show that the crisis affected the growth process in the region (including Thailand). As pointed by Selover (1999), the crisis of 1997 was highly currency and financial events with high liquid capital flows which moved with incredible speed. As such, these events could not be captured by merely using annual data.<sup>17</sup>

<sup>17</sup> The researchers also added a dummy variable to account for the 1997 Asian financial crisis in the model. The variable was excluded from the model since it was insignificant at usual significance levels. This might indicate that all the countries under investigation had recovered in a short time period.

### CONCLUDING REMARKS

This article examined the key factors which determined the economic growth in the ASEAN-5 countries which have received considerable FDI inflows. An important conclusion emerged from the bounds tests was that all the countries generally shared a common set of determinants of growth. On the contrary, it was also noticed that the impact of the determinants tended to vary across the countries under investigation. The results presented in this paper showed that domestic investment, exports and FDI are important variables which propel growth in the region. This supports the hypothesis that policies that seek to enhance investments, both domestic and foreign, are effective means of promoting economic growth. This outcome is in line with the view that if a country is planning to impose its capital control, the last type of capital it ought to control is the FDI. Such a control may lead to significant costs in terms of growth. Moreover, the researchers also observed that the impact of FDI was positive in both the short- and long-run, the fact which thus rejected the dependency hypothesis. In addition, it was also noted that even a technologically advanced economy like the US could gain benefits from the FDI and the gain from FDI was substantial in the long run.

The results of this study also indicated that domestic investment played a more important role than the FDI in explaining the economic growth in the ASEAN countries, except for Indonesia. One possible explanation for this was that domestic firms in the all ASEAN countries had better knowledge of and greater access to domestic markets. This result holds both in the short- and long-run. This is also a key finding of this study and it contradicts the findings from studies done for the low-income developing countries. Another important point to note is that the share of private and public investments, to total investment for the ASEAN countries in the past two decades, was considerably higher than that in the other developing countries. For Malaysia and Thailand, public investment grew much faster than their private investment, and the reverse was true for Singapore which has achieved the status of an industrialized nation. The involvement of the governments in productive activities, such as electricity generation and water supply, has also contributed to the fast growth in the region (Wong, 2002; Baharumshah and Suleiman, 2009).

The new policy direction is to promote domestic investment as the main engine of growth for the economy. A strong commitment to domestic resources is critical for the macroeconomic stability and to ensure sustainable long-term growth in an era where the FDI is becoming more competitive.

The empirical results also indicate, among other things, that financial intermediation is crucial to economic growth particularly in countries like Singapore, Malaysia and Indonesia, the fact that supports the growth-enhancing hypothesis of financial development. Policies which foster financial deepening would likely be to increase economic growth. By and large, the results also reveal that the impact of financial development is largest in Singapore, the country with the most sophisticated and highly developed financial market in the region. The researchers found that the variable was positive but insignificant for two ASEAN countries, namely Thailand and the Philippines. However, there is no evidence which suggests that the capital outflow, from these capital-scarce countries to capital abundant countries, with better financial institutions for the sample period ending in 2002.

With respect to human capital, this study found that the effect of human capital on economic growth was determined by not only on the growth of the human capital but also on the development level of the human capital. As such, improvement in the human capital, through educational policies that raise the supply and quality of human capital, increases the capability of the economy to receive advanced technology which further enhances both domestic and foreign investments; this will in turn lead to sustainable economic growth. It was also noted that Indonesia was the sole exception, since the human capital effects on growth were not persuasively (positive but insignificant) shown by the econometric results, even in model for the long-run growth.

The evidence presented in this paper suggests that export expansion policies are crucial to stimulate economic growth. These results hold for Indonesia (large economy) and for the smaller ASEAN economies, such as Malaysia and Thailand. This finding reminds us of the weakness of the countries pursuing inward-oriented strategies as suggested by the earlier studies. The growth in exports creates profitable opportunities for investment, which further encourages foreign and

domestic investments. This leads to further export growth and thus economic growth – export-led growth. The researchers consider this as a critical factor which will determine the success of both the short- and long-term growth in the new millennium for the ASEAN countries. Indeed, this finding is in line with the empirical literature of the 1990s, which was done based on the plant-level data that suggested firms entering the export markets were more productive than the non-exports, and that this difference in productivity was achieved even before these firms became involved in exporting. Lopez (2005), in his recent article, argued that in order to help developing countries foster growth and development, industrialized nations should reduce their trade barriers for goods produced in poor countries. For example, a reduction in the non-tariff barriers would increase the profitability of exporters. This would then induce many firms in the developing economies to adopt modern technologies and increase the quality of goods they produced. This innovation, in turn, will increase productivity and if spill-overs are present, it may generate considerable productivity improvement in the developing economies.

The effects of R&D spill-over, through international trade on growth rates, are shown to be larger than the FDI. Therefore, the empirical evidence suggests that as the ASEAN exports return to their pre-crisis growth rates, their economic performance will recover, as evident during the 1999-2002 period. Finally, the evidence provided suggests that a public policy, aimed at enhancing domestic investments, FDI, human capital and exports, will continue to be relevant for the both the long- and short-term growth. The two important components of globalization, namely international trade and international investment (FDI), have a positive effect on growth and therefore, the researchers may conclude that globalization is good for these ASEAN countries. Sachs (2000) also found that these five countries belonged to a list with the most successful export-promotion policies and attracting FDI. In addition, these countries have also have won the race in absorbing technologies from abroad.

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## Women at Work: Work Family Conflict and Well Being

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### ABSTRACT

Many women have diverted from their traditional single role as home makers who are financially dependent on their husbands to the double roles of being home makers and wage earners. In fitting into their second role as wage earners, women are often confronted with their main challenge of balancing work and family. This study looked into the work conditions of employed women, namely time at work, workload, conflicts at work, and the lack of support at work, as well as family conditions such as the number of children, presence of young children and lack of support at home, and work-family conflict. This study determined the effects of the predictors on employed women's well-being. The participants of this study were limited to women secretaries/clerks who are married with children in the Klang Valley. The research was conducted using the survey method of questionnaire and the data was analysed using the SPSS (Statistical Package for the Social Sciences). In conclusion, this study found that the above mentioned predictors, namely work conditions, family conditions and work-family conflict did affect employed women's well-being; these predictors affected them in different ways including psychological distress, physical health symptoms and low job satisfaction.

**Keywords:** Women, home makers, wage earners, conflict, family, work

### INTRODUCTION

The highest form of challenge, faced by today's employed women, is balancing family and work life. Family and work are inseparable in that family is central to work and work is central to family. A recent study of the changing workforce, the Families and Work Institute reported that work-life balance was ranked among the most important factors considered by individuals in accepting a new position (Galinsky *et al.*, 1996).

Work generally refers to instrumental human activity, whose aim, at the minimum, is the provision of goods and services for supporting human life (Piotrkowski *et al.*, 1998). In the theoretical context, the term 'family' is used to designate persons sharing a residence and household, those who are related by biological ties, marriage, social custom, or adoption (Piotrkowski *et al.*, 1998).

According to Greenhaus and Parasuraman (Greenhaus and Parasuraman, 1999), work experience can affect involvement, behaviour, attitudes, and outcomes in the family domain. Positive work experiences, such as high autonomy and control, work schedule flexibility, and social support, can enrich family life and promote work-family integration. The absence of these resources, as well as the presence of extensive stress within the work environment, may produce work-family conflict which has harmful effects on the family.

Women's family responsibilities can severely limit their careers in ways that do not generally affect men. Women tend to choose occupations which are compatible with their family's needs. They also limit their aspirations for career advancement, reduce their behavioural and psychological involvement in work, adjust their

work schedule for family reasons, and turn down opportunities for career development and growth which would interfere with their family responsibilities (Greenhaus *et al.*, 1999).

Work-family conflict or interference refers to simultaneous pressures from the work and family domains which are mutually incompatible in some respect such that meeting the demands of one role makes it difficult to meet the demands of the other role (Greenhaus and Singh, 2003). Factors associated with increased work-family conflict include high level of job involvement, heavy workload, as well as conflict at work or at home and low level of supervisor support (Fox and Dwyer, 1999).

The present study predicted that work conditions such as time at work, the amount of work (work overload), conflict at work and support at work, were negatively related to well-being; whereas, family conditions such as the presence of children, the presence of young children and support at home were negatively related to well-being; and work-family conflict was negatively related to well-being. Well-being in this study was measured in terms of psychological distress, physical health symptoms and low job satisfaction.

## WORK CONDITIONS

### *Time at Work*

Workplace and government policies in the mid-1900s were made based on the assumption that someone was at home full-time to care for the needs of the family, leaving the worker unencumbered by outside demands (Moen, 2003). Today, many women have joined the workforce without leaving their primary job as homemakers. In Malaysia, many women prefer working for various reasons, with the main one being economic reasons (Noraini M. Noor, 1999). Therefore, women are now playing a great role in improving the economy of the households. However, problems arise when employed women are faced with difficulties in balancing time at home and time at workplace.

Michie and Williams (2003) in a research conducted in the United Kingdom, found that the most common work factors associated with psychological ill health were work demand which included long hours at work. Although the length of the average work week has slightly changed over the past twenty years, the aggregate amount

of time that couples spend at work has increased dramatically (Jacobs and Gerson, 2001). Thus, in order to balance work-family time, many women opt for available alternatives such as part-time employment or flexible working hours. However, these benefits are normally marginalised with other negative impacts such as lower wages and slower career advancement.

### *Work Overload and Conflict at Work*

Literature has found that among the factors associated with psychological ill health were work demand such as workload and pressure and the lack of control over work (Michie *et al.*, 2003). A study conducted in Malaysia (Amat Taap Manshor *et al.*, 2003) found that although many organisations have reduced the working days in a week, often going from six to five days, the workload has not changed in most cases. The study also found that high work demands and rapid changes in the workplace resulted in higher role conflict and role ambiguity among managers.

Work overload normally occurs when job demands exceed the human limits, and people have to do too much, in too little time, with very limited resources. It is characterised by a number of conditions such as long and difficult working hours, unreasonable workloads, increased excessive performance monitoring, additional (often) inappropriate tasks imposed on top of the 'core' workload (more than one job) and work conflict (Lyndia *et al.*, n.d). Meanwhile, work conflict occurs when two or more roles cannot be performed simultaneously (such as in an organisation where an individual must satisfy the demands of two or more teams or supervisors) (Duxbury and Higgins, 1999). Policies will not work in companies where workload is a problem. For instance, employees who work in an organisation with a culture around 'face time' and hour at work (i.e. believe that they will not advance if they cannot work long hours, that family responsibilities make it difficult to advance, and that it is not acceptable to say no to more work) are less able to balance between work and family (Duxbury and Higgins, 2003).

### *Support at Work*

Literature has shown that poor support from managers is a common factor which is associated with psychological ill health (Michie *et al.*, 2003).

In another study, supervisor support was identified as a critical moderator of work-life conflict (Thomas and Ganster, 1995).

A research by Duxbury and Higgins (2003) in Canada found that employees with supportive managers were significantly and more likely to be satisfied with their jobs, committed to the organisation, and involved with their work. They further reported less overall stress, less job stress, less role overload and less interference from work to family.

Grzywacz and Mark (2000) found that family life has a positive effect on work; for example, participants with spouses or children were found to be more likely to report that talking with someone at home had helped them deal with work problems and that support at home made them feel confident about themselves at work.

In view of the above, it is therefore important for companies to ensure that proper support is provided as it is evident that the companies will benefit from it in the long run. This could be done by implementing policies such as family-friendly work environment. In terms of family support, an equal sharing of family responsibility is needed.

## FAMILY CONDITION

### *The Presence of Children and Young Children*

The attitude towards working women seems to be that, while people have no objection to availing of their talents and abilities outside the home, women are not allowed to compromise on their home life (Mehrotra, 2002). Among dual-earner couples, wives typically experience higher levels of work-family conflict than husbands, particularly when young children are in the home (Roehling *et al.*, 2003).

According to Reynolds and Aletraris (2005) both men and women react to work to family conflict by wanting to reduce the number of hours they work, but among women, the strength of the relationship varies considerably with the age of the youngest child in the household. In particular, work to family conflict is most likely to make women want fewer hours of work when there are young children in the household (i.e. children eight years old or younger).

However, it is no longer uncommon to see fathers dropping their children off or picking them up from childcare centres. Although many fathers were engaged in dropping children off or picking them up, mothers perceived the

responsibility for dealing with childcare providers as resting entirely on their shoulders (Hattery, 2000).

In Australia, a nationwide survey data showed how common it was for the employees with dependent care (children under 15 years of age) responsibilities to have to take time off work (Website of EOWA). The survey found that nearly one third of employed caregivers had claimed that care-giving commitments caused repeated interruptions at work, resulted in their having to work fewer hours, or both; almost one-quarter taken periods of unpaid leave; 16% taken less responsible jobs; and 13% refused promotions.

While being in charge of child-care, health is always a priority for mothers, like selecting their children's doctor, taking children to keep doctor's appointments, as well as follow-up care (<http://www.kff.org/womenshealth>) and care for a sick child (Kaiser Family Foundation, 2003).

Many working mothers, particularly low-income mothers, have major concerns about the consequences of missing work to care for children on their jobs and career paths, fearing that their colleagues will not be understanding enough when they miss work (Kaiser Family Foundation, 2001). According to Mehrotra (2002) very often mothers who have to go back to work are not happy leaving their children at such a young age. They feel guilty, anxious and their anxiety is transmitted to the children. The mother will phone home ten times a day to find out what is happening and try to give instructions over the phone. This can cause the whole family to develop neurotic tendencies, and due to this reason, working mothers easily succumb to children's demands, mostly out of guilt.

However, a woman's employment has been shown to enhance her emotional well-being (Baruch and Barnett, 1986) particularly if she wishes to work (Ross *et al.*, 1983) and her job is interesting and challenging (Valdez and Gutek, 1987). Research has also indicated that a woman's employment needs not have deleterious effects on her children (Piotrkowski *et al.*, 1998).

### *Support at Home*

To reduce work-family conflict or family-work conflict of an employed woman, it is important that she gets sufficient support. This support includes spousal support (Piotrkowski *et al.*, 1987) family support (Friedman and Greenhaus, 2000) (children, parents, in-laws or other relatives) and

social support (community). The types of support include emotional support, help in household chores and child care. Spousal support has been found to reduce interrole conflict (Carlson and Perrew, 1999) and be negatively related to family-work conflict (Eagle *et al.*, 1997). Similarly, it has also been proposed that spousal support may serve as a buffer against role overload experience, originating either within the work environment or family environment (Aryee, 1999). Spousal support has also been observed to serve as a mediating role in response to work and family conflict (Burley, 1995) as well as enhancing career satisfaction (Aryee and Luk, 1996).

In Canada, employed women's main concern is child care support. Apart from spousal support, many women rely on other forms of support, usually, family and community. Families are deeply concerned about the supply, quality and cost of child care available in their communities. Families continue to rely on non-parental childcare as the children enter their school-aged years (6 to 11 years). One in four children (26%) was in non-parental childcare for some time during the week, while 10% were cared for by a sibling, about 3% looked after themselves while their parents were working or studying. In other words, parents have great difficulty finding suitable childcare (The Bureau of National Affairs, 1989).

#### *Work Family Conflict*

Work-family conflict is a type of inter-role conflict in which the role demands, stemming from one domain (work or family), are incompatible with the role demands stemming from another domain (family or work) (Greenhaus and Beutell, 1985). Work-family conflict is bi-directional. That is, work can interfere with family (referred to as work-to-family conflict) and family can interfere with work (referred to as family-to-work conflict). To further explore work-family conflicts, both family and work situations which an individual confronts with, should be taken into consideration.

Moreover, work conditions can have a negative impact on family life. Similarly, family conditions such as an unsupportive spouse, inequities in the division of housework and childcare, significant health problems in family members, and changing childcare arrangements, are some of the family problems which can contribute to work-family conflict (Kiger and Riley, 2000).

#### **RESEARCH METHODOLOGY**

This study used the convenience sampling method, whereby participants were all volunteers from various organisations. The final sample was made up of 180 women. All the women in the final sample were married with children and they were either secretaries or clerks working in the Klang Valley, in line with the aim of this study, i.e. focusing on the middle income earners as opposed to the higher or lower income earners.

The questionnaire method of survey was used and data gathered were analysed using the SPSS (*Statistical Package for the Social Science*). The questionnaire consisted of general demographics, work conditions, family conditions as well as interface of work and family and well-being. The demographic information included age, marital status, level of education, occupation, the number of years in the present employment, the total number of years in employment, salary of participants only (per month), combined salary of the participant and her husband (per month), childcare, hours spent at workplace (per day), as well as the number of children and their age.

Working condition was measured by time at work, i.e. the number of hours spent at work reported by these women. Meanwhile, the amount of work was measured using the 4-item scale of Index of Organisational Reactions (IOR) designed by Smith (1976). In addition, conflict at work was measured using the 8-item scale of Role Conflict developed by Rizzo, House and Lirtzman (1970). Support at work consisted of four items adopted from House (1981); each item had five responses which were to be answered individually. Except for the time at work, these items were measured using the 4-point Likert scale format (1="Not at all" to 4="very much indeed").

Family condition was measured using two predictors. The first included the number of and ages of children as indicators of family. Secondly, the marital experience measure, adopted from the 14 item scale by Baruch and Barnett (1986) was used. For this purpose, a 4-point Likert scale format was used, with higher scores indicating better marital experience.

Interface of work and family was measured using the 22-item measurement of work and family conflicts designed by Kelloway, Gottlieb and Barham (1999). A 4-point Likert scale format was used, with higher scores indicating higher work-family conflict.

Well-being was used as the outcome, which was measured in terms of psychological distress, assessed by the 12-item General Health Questionnaire (GHQ 12) designed by Goldberg (1972) scored using the conventional 0-1-2-3 Likert scores; higher scale indicated a high level of distress. Physical health symptoms were measured from the the original 12-item scales designed by Cooper, Sloan and Williams (1988) measured using the 4-point Likert scale, with higher scores indicating higher physical health symptoms. Job satisfaction was derived from the 5-item scale designed by Hackman and Oldham (1975) measured using the 4-point Likert scale format, with higher scale indicating higher level of job satisfaction.

## RESULTS

In this study, the age of the participants ranged from 20 to 52 years old, with a mean of 34.28 years and a standard deviation of 7.09 years. Sixty eight percent of the participants were clerks and 32% of them were secretaries. In terms of their education level, all the participants had at least completed form five education. The gathered data showed that 38% of the participants had their education up to form five, 15% pursued to form six, 35% obtained diploma, 9% were graduates and only 3% post-graduates.

The participants' number of years at the present employment showed a range of one to 20 years, with a mean of 6.36 years and a standard deviation of 4.22 years. The total number of years in employment showed that the participants had worked in the range of one to 25 years in total, with a mean of 9.88 years and a standard deviation of 5.61 years. In addition to these, the participants indicated to spend 7 to 11 hours per day on paid employment, with a mean of 8.19 hours and a standard deviation of 0.82 hours. All the participants earned between RM1, 001 to RM1, 500 per month. However, the total household income (combined income of the participant and her husband) was between RM 3,000 to RM5, 000 per month.

As having children was a criterion of this study, every participant had at least one child, with the maximum number of children reported by participants as being seven. Eighteen percent of the participants had one child, 40% had two children, 28% had three children and 14% had more than four children. The ages of the children

were between two months and 27 years old. In relation to this, 48% of the participants had children below six years old, 23% between seven to ten years old, 15% between 11 to 15 years old and 14% above 15 years. The participants mainly relied on their parents/in-laws to take care of their child(ren) when they were at work (35%), followed by day care centres (27%), others (24%) (e.g. children who did not require baby sitting or who had older siblings to care for the younger ones at home or others) and maids (14%). The reliance of the participants on their parents/ in-laws to care of their young was probably due to the financial constraint as participants earned only RM1, 500 or below.

## INTERCORRELATIONS OF MEASURES

Intercorrelation of measures, which is presented in Table 1 below, was analysed using the Pearson correlation coefficients. The correlations between the demographic and predictors (work condition, family condition and work-family conflict) and the outcomes are as stated below.

*Intercorrelations between Demographic Variables and Outcomes (Psychological Distress, Physical Health Symptom and Job Satisfaction) as well as Work-Family Conflict.*

The number of years in the present employment and combined salary were negatively related with psychological distress; indicating that the longer the number of years in the present employment and the higher the combined salary, the lower the psychological distress would be. This is explained by the fact that as women are more experienced in their work, their work pattern becomes more organised and therefore, they tend to experience lesser psychological distress. Likewise, higher salary allows the affordability of better facilities, thus reducing psychological distress.

The total number of years in employment was also found to be negatively related to work-family conflict; this means the longer the total years in employment, the lesser the work-family conflict. This could be explained by the fact that participants who have worked longer are more organized and familiar with their jobs with a better pattern of work, and likewise, the same has probably applied at home, suggesting that they are more experienced than the younger ones and are believed to handle work-family conflict better. Meanwhile, combined salary was negatively related with work-family conflict, indicating that

the higher the combined salary, the lower the work family conflict would be. This was expected as higher wages would amount to affordability of better standards of living such as domestic helpers.

#### *Intercorrelations between Predictors and Work-Family Conflict*

Workload was positively correlated with work-family conflict, suggesting that the higher the workload, the higher the work-family conflict. Conflict at work indicated positive correlations with work-family conflict and implied that the higher the conflict at work, the higher the work-family conflict would be.

Unexpectedly, support at workplace (by others) was positively correlated to work-family conflict. This means the higher the support at workplace (by others), the higher the work-family conflict will be. This could be because the support given by others are support from the people who are not related to the women's work, and therefore, their support may not be what is expected; instead it may be detrimental due to the lack of knowledge or understanding about the job nature of the employees, for instance, wrong advice may be rendered unintentionally.

Number of children was negatively correlated to work-family conflict; it was shown that the more children a woman had, the lesser her work-family conflict would become. Since the results also indicated that older women had more children, but lesser young children, it could be implied that the women here meant that older women with lesser young children who were generally more experienced and could handle work-family conflict better. Marital experience showed negative correlations with work-family conflict, this indicated that the higher the marital experience, the lower the work-family conflict would be.

#### *Inter-correlations between Predictors and Outcomes (Psychological Distress, Physical Health Symptoms and Job Satisfaction)*

Table 1 indicates the correlation between the predictors and the outcomes (psychological distress, physical health symptoms and job satisfaction). In particular, workload was positively correlated with psychological distress and physical health symptoms; indicating that the higher the workload, the psychological distress and physical health symptoms would also become higher. On the contrary, workload was negatively

correlated with job satisfaction; suggesting that high workload amounted to low job satisfaction. Conflict at work was found to be correlated to all outcomes, positively correlated to psychological distress, as well as physical health symptoms and negatively correlated to job satisfaction. Similarly, support at workplace (by workers) was negatively correlated to psychological distress and physical health symptom, but this was positively correlated to job satisfaction.

Meanwhile, the number of children was negatively correlated to psychological distress and physical health symptoms; indicating that the more children a woman had, the lower her psychological distress and physical health symptoms. However, marital experience was correlated with psychological distress and physical health symptoms, proving a negative correlation; whereas the higher the marital experience, the lower the psychological distress and physical health symptoms.

Marital experience was correlated with job satisfaction; this indicated a positive correlation, i.e. higher marital experience amounts to higher job satisfaction. Work-family conflict was correlated with all the outcomes, with positive correlation to psychological distress and physical health symptom and negative relations to job satisfaction. This showed that a higher work-family conflict amounted to higher psychological distress and physical health symptoms, but lower job satisfaction.

## **INTERCORRELATIONS**

### **REGRESSION ANALYSES**

The data were analysed using the hierarchical regression analysis. For this purpose, the variables were entered into the regression equation as follows. In step 1, the demographic variables were entered as control variables. Only two demographic variables were ultimately used, namely the combined salary and the number of years in the present employment, because the other demographic variables accounted for negligible variance in the outcome scores and were therefore dropped from this analyses. In step 2, work predictors were then entered (time at work, workload, conflict at work, and support at work by workers and by others). Meanwhile in step 3, family predictors were entered (number of children, presence of young children and marital experience). Finally in step 4, work-family conflict variable was entered. These four steps were applied



for every outcome (psychological distress, physical health symptoms and job satisfaction). The results are shown in Tables 2 (I), (II) and (III).

#### *Psychological Distress [Table 2 (I)]*

Step 1 shows that combined salary was negatively related with psychological distress, i.e. the higher the combined salary, the lower the psychological distress. In Step 2, only conflict at work predicted psychological distress, i.e. the higher the conflict at work, the higher the psychological distress. In Step 3, the marital experience predicted a negative relationship with psychological distress; the higher the marital experience, the lower the psychological distress. In Step 4, work-family conflict predicted a positive relationship with psychological distress; the higher the work-family conflict, the higher the psychological distress

#### *Physical Health Symptoms [Table 2 (II)]*

In Step 1, the demographic variables were found to be unrelated to physical health symptoms.

Meanwhile in Step 2, time at work, conflict at work and support by others were positively related to the physical health symptoms; longer time at work, higher conflict at work and more support by others (people outside workplace) indicated high physical health symptoms. In Step 3, the number of children and marital experience (support at home) showed negative relations with physical health symptoms; indicating that the higher the number of children and marital experience, the lower the physical health symptoms. In Step 4, work-family conflict predicted a positive relationship with physical health symptoms, i.e. the higher the work-family conflict, the higher the physical health symptoms.

#### *Job Satisfaction [Table 2 (III)]*

In Step 1, demographic variables were found to be not related to job satisfaction. Meanwhile in Step 2, workload showed a negative relation with job satisfaction; indicating the higher the workload, the lower the job satisfaction. Support by people

TABLE 2 (I)  
Regression analysis in relation to well-being (N=180)

Outcome = Psychological Distress					
	R <sup>2</sup> increment	F		p	Beta
<b>Step 1</b>	.047*				
No. of years in employment		3.69	ns	-.102*	
Combined salary		4.43		.028	-.102*
<b>Step 2</b>	.087*				
Time at work		<1	ns	.033	
Workload		<1		ns	-.055
Conflict at work		8.59		.004	.094*
Support (workers)		3.42		ns	-.159*
Support (others)		<1		ns	-.029
<b>Step 3</b>	.068*				
No. of children		2.94		ns	-.051
Young children		<1		ns	-.026
Marital experience		6.93	.001	-.158*	
<b>Step 4</b>	.045*				
WFC		9.94		.002	.270**
Cumulative R <sup>2</sup>	.247**				

Note: ns = not significant. Betas are the standardised regression coefficients from the final stage of the regression analysis.

\* $p < .05$ ; \*\* $p < .01$

at workplace indicated a positive relationship, i.e. the more support by people at workplace, the higher the job satisfaction would be. In Step 3, none of the variables showed any relationships

with job satisfaction, while in Step 4, work-family conflict was negatively related to job satisfaction, showing that the higher the work-family conflict, the lower the job satisfaction.

TABLE 2 (II)  
Outcome = Physical Health Symptoms

	R <sup>2</sup> increment	F	<i>p</i>	Beta
<b>Step 1</b>	.014			
No. of years in employment		<1	ns	.008
Combined salary		2.95	ns	-.043
<b>Step 2</b>	.160*			
Time at work		5.66	.018	.200*
Workload		<1	ns	-.015
Conflict at work		9.22	.003	.071*
Support (workers)		3.74	ns	-.195*
Support (others)		5.60	.019	.087*
<b>Step 3</b>	.068*			
No. of children		4.41	.029	-.062*
Young children		1.92	ns	-.057
Marital experience		6.11	.003	-.051
<b>Step 4</b>	.128*			
WFC		33.93	.000	.456**
Cumulative R <sup>2</sup>	.370**			

Note: ns = not significant. Betas are the standardised regression coefficients from the final stage of the regression analysis.

\* $p < .05$ ; \*\* $p < .01$

TABLE 2 (III)  
Outcome = Job Satisfaction

	R <sup>2</sup> increment	F	<i>p</i>	Beta
<b>Step 1</b>	.003			
No. of years in employment		<1	ns	.029
Combined salary		<1	ns	-.060
<b>Step 2</b>	.205*			
Time at work		2.76	ns	-.109*
Workload		4.92	.015*	-.159*
Conflict at work		2.5	ns	-.029
Support (workers)		16.89	.000**	.318**
Support (others)		3.82	ns	-.098
<b>Step 3</b>	.011			
No. of children		<1	ns	.005
Young children		<1	ns	.040
Marital experience		1.67	ns	.028
<b>Step 4</b>	.020*			
WFC		4.17	.039	-.179*
Cumulative R <sup>2</sup>	.239**			

Note: ns = not significant. Betas are the standardised regression coefficients from the final stage of the regression analysis.

\* $p < .05$ ; \*\* $p < .01$

## DISCUSSION

Personal particulars (demographic information) were obtained from the participants and applied in this study as control variables. However, this study found that the combined salary of the participants and their spouses to be the only significant variable. Nonetheless, combined salary was negatively related to psychological distress. This could be explained by the fact that the wives were earning below RM1, 500.00 a month. This salary seemed to be insufficient considering the cost of living in the Klang Valley. With this salary alone, the wives might not be able to afford services such as a maid or a good nursery. Therefore, the wives had to rely on their husbands to increase the financial resources for their household expenses. In the present study, the total household income was between RM3, 000 and RM5, 000, indicating that the husbands were earning more than their wives. A study by Zedlewski (2002) found that low family income and limited benefits had negative influences on personal, child and family well-being. The reason for this was because higher income improved both men's and women's sense of control (Ross and Mirowsky, 1992) such as deciding on the preferred type of child care arrangements.

Among the work condition variables, conflict at work predicted positive relations to psychological distress and physical health symptoms. Time at work and support at work by persons outside the workplace predicted positive relations with physical health symptoms, but workload was negatively related to job satisfaction. Several studies have supported the view that long hours are detrimental to personal and family well-being (Cooper, 2000). The fact that conflict at work predicted psychological distress and physical health would mean that employed women's well-being was affected when faced with situations such as coping with an assignment alone, unclear work objectives or when working with two groups who operated differently. Past research also found that conflict at work such as employees struggling to complete orders, meet deadlines and deliberate obstructive workforce faced high level of stress and reduced feeling of well-being, physically and psychologically (Lewis, 2005).

Interestingly, support by persons outside workplace reported a positive relationship with physical health symptoms, indicating that the more support received from persons not at workplace (husband friends and relatives), the

higher the physical health symptom. This finding, nevertheless, contradicted with the previous findings such as by Stripling (1990) who found that social support imposed a strong influence on well-being (mental health).

Workload was negatively related to job satisfaction; this indicated that heavy workload decreased job satisfaction. This finding is consistent with the findings of Burke (2003) and Lyons, Lapin and Young (2003). Support by persons at workplace indicated positive relations with job satisfaction, which is consistent with the finding of a study by de Jonge (2000).

As for family conditions, marital experience was negatively related to psychological distress and physical health symptoms. These could be explained by the fact that spousal support plays an important role in managing a family. When a woman receives support from her husband, her inter-role conflict is reduced (Carlson *et al.*, 1999) while those women who receive spousal support such as share housework reported increased well-being (psychological distress and physical health) (Harenstam and Bajerot, 2001).

The results of this study also indicated that the more children the participants had, the lesser the physical health symptoms. Generally, Asians prefer having more children and appreciate them as gifts from God. The presence of children brings happiness and contentment; in this way, mothers seldom complain about caring for their children but complain when they cannot make good childcare arrangements. In this study, most of the participants relied on their parents or in-laws to care for their children, which also meant that their children were in 'good hands'; this thus reduced the participants' anxiety towards childcare. This explanation could also be the reason why the number of children did not affect their psychological distress. It was found that none of the family condition predictors affected job satisfaction.

Finally, work-family conflict was negatively related to all the outcomes. This result was expected as many previous researches had shown work-family conflict to affect psychological distress (Matthew *et al.*, 1996) physical health (Frone *et al.*, 1996) and job satisfaction (Casper *et al.*, 2002) of women.

## FUTURE DIRECTIONS

The present study was limited to certain aspects such as locality, designation, salary and gender. Therefore, a wider aspect of participants will

ensure a better and clearer reflection of the current problems and the significance with well-being, such as a nation wide survey involving both rural and urban participants. A comparison of the city/urban life would also contribute to this area of study. Another comparison which can be made is between the different races in Malaysia. Furthermore, since the present study was limited to secretaries/clerks earning below RM1, 500.00 per month, a further research could include women, who hold other jobs and earn more than RM1, 500, should be included. In future, a study on male employees in women dominated jobs will also be able to prove whether women are treated less fairly due to stereotyping, and the effects of women stereotyping jobs on male employees. Apart from determining the employed women's well-being, it will also be an advantage to analyse the implications of maternal employment on the children's well-being. In addition, the work culture at workplace is also a good predictor to determine the well-being of working women.

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## Decision Making in Breast Cancer Treatment: A Qualitative Inquiry

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### ABSTRACT

For breast cancer patients, making decisions are integral to cancer diagnosis, treatment and prevention of recurrence. In order to make these decisions, cancer patients require appropriate and relevant information or guide. These decisions can also be influenced by external and internal factors. To get an insight into decision making related to breast cancer treatment from the perspective of breast cancer patients and survivors, a series of focus group discussions (FGD) were conducted with 36 informants of the Chinese and Malay ethnicities. The informants were recruited from breast cancer support groups in the northern, central, southern and eastern regions of Peninsular Malaysia. The following research questions guided the FGD. These were (1) Who make (s) decision on cancer treatments?, (2) What guide (s) the decision making?, and (3) What influence (s) the decision? For most informants, the primary decision maker in their cancer treatment was themselves. However, these decisions were made upon advice and support from the physicians, family members and friends. The informants stated that information from physicians, family members, friends, internet, books and magazines also served as guidance to decision making on cancer treatment and management. Following the physicians' advice, having the knowledge on breast cancer, taking care of family members and wanting to live longer to fulfil personal goals were also mentioned by these informants as factors which had influenced their treatment decision making. Further research using a quantitative approach is therefore recommended to confirm the findings of this study.

**Keywords:** Decision-making, breast cancer treatment, breast cancer management, cancer information

### INTRODUCTION

Breast cancer is becoming a major health challenge for women all over the world, including Malaysia. It is among the leading causes of cancer morbidity and mortality among women worldwide. Although Malaysia is among countries with the lowest age-specific incidences of breast cancer, it is the commonest disease among the women in Malaysia and this accounted for 31.0% of all the female cancers in 2003 (Lim and Halimah, 2004). In the same year, the incidence rate of breast cancer was 39.5% per 100,000, with the

highest incidence rates found among the Chinese (64.8%), followed by Indians (46.4%) and Malays (26.3%). At present, there is no national data on the survival rate for breast cancer patients. However, the 5-year survival rate for patients gathered in Universiti Malaya Medical Centre, between 1993 to 1997, showed that the incidence was lowest in the Malays (46%), followed by Indians (57%) and the highest was found among the Chinese (63%) (Yip *et al.*, 2006). The ethnic differentials in survival rate could be explained by the fact that Malay women tended to present

with later stages of breast cancer, perhaps due to pervasive cultural perception of the disease and its treatment which eventually delayed their diagnosis (Hisham and Yip, 2003).

For breast cancer patients, making decisions is an integral part in their cancer diagnosis, treatment and prevention of recurrence. The process is rather complex, as it can be influenced by many factors such as the involvement of other individuals in decision making, the availability and accessibility of diagnostic and treatment options, the availability of information and resources to assist decision making, as well as patients' own perceptions and beliefs in relation to the disease or treatment, and whether the disease is life-threatening. However, in today's environment, as well as the fact that patients are increasingly assuming the role as consumers of health care, many want to have the rights to information and active participation in medical decision making (Mills and Sullivan, 1999).

Charles and colleagues (1999) outlined three models of decision making involving the participation of mainly the physicians and patients. The paternalistic model is physician-centred, shared model stressed on joint decisions of patient and physicians and informed model is patient-centred. These models may differ in relation to the analytical stages of the decision making process, namely the information exchange, deliberation and decision on the treatment to implement. According to the paternalistic model, patients preferred having their physicians to make decisions for them (Beaver and Luker, 1998; Butow, Maclean, Dunn, Tattersall, and Boyer, 1997). The model also assumes that physicians know best and will make the best treatment decisions for the patients. In the shared model, the patients make decisions jointly with their physicians (Masood, 2002; Keating, Guadagnoli, Landrum, Borbas, and Weeks, 2002). As such, both the physicians and patients participate in a two-way discussion which may involve negotiations. However, in the Asian context, the shared model is extended to include family in the decision making processes (Blackhall, Murphy, Frank, Michel, and Azen, 1995; Ruhnke, Wilson, Akamatsu, and Kinoue, 2000). Several studies have also supported the informed model on treatment decision, in that patients made their own decisions independent of other individuals, including physicians and family members (Janz, Wren, Copeland, Lowery, Goldfarb and Wilkins, 2004; Leighl, Butow, and

Tattersall, 2004). The physicians' role is limited to only as providers of information, with no further participation in the decision making process.

To be active participants in making decisions related to their care, cancer patients must be knowledgeable on the disease, treatment options and disease management. This requires them to have relevant and accurate information, as well as good comprehension of the information. Patients may obtain the necessary information from various sources, which can be categorized into three groups, namely the mass media, groups and organizations and health professionals. Among the sources of media-type information, sought by cancer patients, are printed materials (Rager, 2003), books (Satturlund, McCaul, and Sandgren, 2003), radio advertisements (Sent, Ballem, Paluck, Yelland and Vogel, 1998), videos (Satturlund *et al.*, 2003) and television commercials (Davis, Lee, Jarvis, Zorbas and Redman, 2003). As internet is increasingly accessible, it is becoming a popular source of unlimited health and medical information to many people, including breast cancer patients (Norum, Moen, Balteskerd, Holthe, 2003; Rotmovits and Ziebland, 2004; Satturlund *et al.*, 2003; Thomas, Stamler, Lafrieniére, Out and Delahunt, 2002; Williamson and Manaszewics, 2003; Ziebland, 2004). Community programs, support groups and cancer organizations have also been reported to be important sources of information to cancer patients (Davis *et al.*, 2003; Rager, 2003; Klemm, Bunnell, Cullen, Soneji, Gibbons and Holecek, 2003). Among health professionals, physicians (Chen and Siu, 2001; Davis *et al.*, 2003; Schaffner, 2002) and nurses (Norum *et al.*, 2003) had also been identified as important providers of cancer treatment information.

By drawing upon Janis and Mann's (1977) Conflict Theory of Decision Making, the literature review on factors influencing treatment decision making of breast cancer patients can be categorized into internal and external factors. While the internal factors are related to the individuals' attitude, knowledge, values and emotions, the external factors include culture, religion, availability of and accessibility to resources and health care, disease condition as well as socio-economic and demographic variables (Rager, 2003; Weinberger and Schmae, 1996).

Despite the increasing prevalence of breast cancer in Malaysia and the importance of decision making for breast cancer patients, there is no



documented empirical data on the subjects in the Malaysian context. Thus, this study aimed to address the need, and for this, it was guided by the following research questions: (1) Who make(s) the decision on cancer treatments?, (2) What guide(s) the decision making?, and (3) What influence(s) the decision?

## METHODS

To understand breast cancer patients and survivors' treatment decision making from their perspectives, a qualitative research design was employed. The qualitative research focuses on inductively uncovering meaning from the informants' viewpoint (Bogdan and Biklen, 1998; Merriam, 1998). While various modes may be utilized to capture evidence in a qualitative study, this present study employed focus group discussion (FGD). This section gives a brief description of the methodology, which includes the development of question guide, the data collection, and analytical procedure.

### *Focus Group and Questions*

A series of five focus group discussions were conducted with 36 breast cancer patients and survivors from the breast cancer support groups, in four states representing the East, Central, North, and South Peninsular Malaysia: Kelantan (Kelantan Family Planning Association), Selangor (Kanser Network), Pulau Pinang (Lam Wah Ee Hospital Breast Cancer Support Group) and Johor (Johor Bahru Breast Cancer Support Group). A focus group discussion was conducted in each state, except for Pulau Pinang, in which 2 focus group discussions were conducted.

Upon the approval from the Ethics Committee of the Faculty of Medicine and Health Sciences, all the 4 breast cancer support groups were contacted so as to obtain their permission to conduct the focus group discussions. The support group leaders invited the group members and made arrangements for the focus group interviews. Prior to each discussion, the informants were briefed on the topics and procedures of the discussion, and were informed that their participation was voluntary. Each informant was requested to sign a consent form before participating in the focus group discussion.

As the purpose of a qualitative research is to obtain the perspectives of the informants, the selection criterion for the focus group

informants was based on the rich experience of each informant who could provide answers to the research questions outlined in the present research. The number of informants, in each focus group, was kept in the range of 6-9, as the range only permitted a dynamic group interaction, yet allowed for the moderator to effectively manage both the discourse and the informants. Each focus group was homogenous only in relation to the informants' breast cancer experience, but not in other characteristics (e.g. age, ethnicity, education level and stage of cancer). In a qualitative research, data are collected until saturation point is achieved or no new information emerges. Thus, in this study, conducting five focus group discussions was deemed as adequate in providing the required information.

Each focus group was facilitated by trained moderators and it ran for approximately 2 hours. Discussions were conducted in Bahasa Melayu. To ensure clarity, Chinese speaking translators assisted the Chinese informants who were not proficient in Bahasa Melayu. All focus groups discussions were audio-taped. To complement the recorded discussion, the moderators cum researchers also took field notes of their observations and findings.

The focus group question guide was developed by the research team so as to address the following research questions:

1. Who make(s) decision on breast cancer treatment or management?
2. How do women with breast cancer make decision on breast cancer treatment?
3. What influences their decision on breast cancer treatment?

The development of the focus group questions was initially guided by the 'Health Belief Model' (HBM) (Becker, Drachman, and Kirscht, 1974). The HBM has frequently been used in health behaviour applications to help explain a variety of factors which influence health behaviours and actions. This model was supplemented by the conceptual framework, as reported in the 'Introduction' section of this paper. The refinement was also based on the feedback gathered from four informants (breast cancer survivors not included in any of the focus group discussions) before the actual focus group interview was carried out. A semi-structured focus group question guide was utilized in the discussions to ensure consistency in the

responses among groups and to allow flexibility for the informants to share their perceptions and experiences. Below are some of questions which were used to guide the focus group discussion:

“For each treatment that you received, who made the decision?”

“How did you decide for your own treatment?”

“What made you go for the treatment?”

“How did you obtain information on breast cancer?”

“What types of information on breast cancer did you seek for?”

“What made you obtain the information on breast cancer?”

### *Data Analysis*

The taped focus group discussions were transcribed verbatim by a research assistant. For completeness and accuracy of the transcripts, another research assistant listened to the tapes and reviewed the transcripts. Finally, the focus group moderators reviewed the edited transcripts. For each focus group, the responses to each question were grouped together and read for emerging themes. Themes within a group were defined as responses agreed by half or more of the group members. The key findings were themes which arose in majority ( $\geq 3$ ) of the groups.

## **RESULTS**

This section reports on the informants' perspectives on their decision making in breast cancer treatment. The presentation is organized according to three themes, namely (1) Persons involved in decision making, (2) Sources and forms of information in decision making, and (3) Factors that influence decision making. The informants' brief profile was also included. The responses gathered from the informants, quoted in this section, were then translated from Bahasa Malaysia.

### *The Informants*

The FGD was attended by 36 informants – 10 (Johor Bahru Breast Cancer Support Group), 8 (Kelantan Family Planning Association), 12 (Lam Wah Ee Hospital Breast Cancer Support Group) and 6 (Kanser Network). These informants were from two ethnic groups, Chinese (56.3%) and Malay (43.7%). The mean age of the informants was  $50.9 \pm 7.6$  years and these ranged from 36 to

65 years old. All the informants received some forms of education (primary school-18.8%, lower secondary-18.8%, upper secondary-28.1% and college or university-33.3%). A majority (79.3%) of the respondents reported that they were diagnosed with an early stage cancer (27.6% stage 1 and 51.7% stage 2). The remaining 20.7% ( $n=6$ ) were in stage three. In addition, all the informants had undergone surgery (lumpectomy/mastectomy) and radiotherapy. A majority (93%) of these informants had also received chemotherapy, while 50% were on hormonal treatment. The survival period ranged from 12 to 128 months, with a mean of  $43.6 \pm 29.0$  months.

### *Persons Involved in Decision Making*

All groups indicated that decisions on breast cancer treatment were mostly done by the women themselves, based on the recommendations and/or discussions with their physicians. Many of these women also reported that they had discussed with their family members (husbands and children), after the consultation with their physicians. There were, however, several women who made the decisions independent of their family members, or they let the physicians or husbands to make the decisions for them. Below are some examples of their responses:

*“I decide myself. ...For surgery at first I discuss with Dr. A. After he explained I feel OK. I also discuss with my husband”*

*“I felt that if you are on your own, without the doctor's advice, you still cannot decide”*

*“Dr. B explained ... and recommended surgery. ... I asked my three children. They said it is up to mama. ... I think about it for two weeks. I went back to see Doctor B. Doctor, I will do the surgery. (The doctor said) Aaa... very good, very good”*

*“My husband said lets discuss... But I made the decision. I do not want them to make the decision because if there is any mistake, they will blame themselves”.*

*“I made the decision myself because I am the one who is sick. My husband has no medical knowledge so if I were to discuss with him, he may not understand”*

*“Doctor decided for me. But I did asked what treatment he gives. He said ... I agreed”*

*"The doctor decided for me and I did not decide for myself. I know I am a nurse and I know about cancer but I am scared to come forward"*

*"My husband made the decision without asking me. He came with me to the hospital to see the physician but he made the decision and not me"*

#### *Sources and Forms of Information in Decision Making*

Physicians, printed materials (books, magazines, newspapers, and pamphlets) and family members or friends with cancers were cited as the primary sources of information on breast cancer by almost all groups. Professional training in nursing, internet, exhibitions, and seminars on breast cancer were also mentioned as the sources of breast cancer information by several women. There were a few women who mentioned that their physicians had only instructed them to go through the treatment without giving any information on breast cancer. Moreover, they also did not attempt to find information on breast cancer on their own. Samples of the responses given by these women are listed below:

*"I went to the internet to look for information and also read magazines and newspapers. And my doctor is very good because he explained all my options."*

*"I bought many books. There is one book which condemns chemotherapy ... it says that chemotherapy is not medicine to treat you but to make your condition worst."*

*"My niece, sister and friends have cancers. I know about cancer because I have a lot of experience."*

*"I know already about cancer as I am a nurse ... so I did not go and find other information."*

*"The doctor removed the cancer but did not tell me that it was breast cancer until I joined this support group."*

Most of these women reported that the information on cancer treatment options (lumpectomy, mastectomy, chemotherapy, radiotherapy) as well as their side-effects and nutrition (types of food which are allowed and to be avoided during treatment, food that causes cancer) were important to assist them in making decisions related to breast cancer treatment or management. However, there were few informants who mentioned that they shunned detailed information on their disease condition

and management. Motivation, prayers, care for breast cancer patients and survivors (surviving cancer), cure or remedies for cancer, about breast cancer (what is it, what causes it) and exercises were also mentioned by many women. Below are some examples of these women's responses:

*"As for me, I want to know what the disease is all about. And then what is the treatment. I read as much as I can on all the different types of treatment. I want to be prepared."*

*"During and after treatment ... what should I eat and what foods cannot be eaten."*

*"From a book on motivation, it says that cancer does not mean you will have a short life. Instead, it gives you hope to live."*

*"I read on how women with breast cancer can live long and healthy."*

*"I want to know how to take care of myself and how to cure this cancer."*

#### *Factors Which Influence Decision Making*

All groups identified wanting to lead a longer, healthier and enjoyable life as their primary motivator for them to undergo the breast cancer treatment. They wanted to prevent recurrence and be able to see their children grow, get married and have their own children, pay more attention to their family members, visit places and people, and help other people (e.g. breast cancer patients). Other than these, trust in their physicians that the medical treatment is the best choice for them, knowledge on breast cancer and experience with friends and family members with cancers were also reported by many women as factors which had influenced their treatment decisions and behaviours. Below are some excerpts of the informants' perspectives on what had influenced them in their decision making:

*"I want to live longer ... I want to see my children go to universities and get married."*

*"I have to take care of my self, my body, my health so that I can do a lot of things .... I can share with everyone."*

*"When I have cancer, I see death and it reminded me of what I have done for the past 20 years. Anything can happen to me. I want to live. I want to have a more meaningful life."*

*"From my experience looking at friends and people with cancer: ....when they came in too late to get treatment and I thought long about it .... I felt that I just want to get rid of my cancer as fast as I can."*

## DISCUSSION

The discourse is presented according to the themes which address the research questions of the current study; (1) Persons involved in decision making, (2) Sources and forms of information which assist decision making, and (3) Factors that influence decision making.

### *Persons Involved in Decision Making*

Even though the majority of these informants reported that they made cancer treatment decisions themselves, these decisions were actually guided by their physicians' recommendations and discussions with them and family members. The findings gathered in the current study seemed to support the 'shared model' in which the decisions were made as collective efforts of the patients, physicians and family members (Masood, 2002; Keating *et al.*, 2002; Ruhnke *et al.*, 2000). There were also several informants who reported that the decisions on the cancer treatment were made by their physicians or husbands. This paternalistic approach was also reported by Beaver and Luker (1998) and Butow *et al.* (1997).

Due to its qualitative design, this study did not attempt to examine the association between the patients' socioeconomic and demographic profile, and cancer stage with the types of decision making. However, the 'shared model' prevalent among the informants could possibly be explained by the informants' relatively younger mean age and the high percentage of informants with moderate to high education level (61%) and with early stage cancer (79.3%). Several other studies have shown that older and less educated patients and those with worsening disease conditions were less likely to participate in active decision making (Butow *et al.*, 1997; Sekimoto, Asai, Ohnishi, Nishigaki, Fukui, Shimbo and Imanaka, 2004).

### *Sources and Forms of Information in Decision Making*

The study revealed that the informants did draw upon available information on cancer treatment and management when making decisions. Most of the sources of information reported are similar to those documented in the literature. Informants who could draw upon available printed materials,

almost all of them had received some forms of education. The role of family members and friends, as the primary sources of information, suggests the informants' reliance on close inter-personal communication network. Other sources, such as professional training in nursing, and exhibitions and seminars on breast cancer identified in the study, reflect the role of the non-formal education in decision making. The fact that some physicians instruct patients to go through treatment without giving them relevant information suggests the presence of paternalistic model in treatment decision making (Charles *et al.*, 1999).

The types of information sought by the informants were also similar to those reported in the literature. A systematic review of 18 studies on the information needs of cancer patients (Anken, 2005) revealed that disease-related information (e.g. diagnosis, chances of cure, spread of disease, prognosis and signs of recurrence) and treatment-related information (e.g. treatment options, progress during treatment, treatment side-effects) were indicated as most important to cancer patients. However, priorities for the types of information might also depend on various factors such as age, time since diagnosis, patients' preference for a role in decision making, education level and gender.

There were few informants who reported that they did not want to know detailed information on their cancer condition and management. Leydon and colleagues (2000) found that cancer patients might shun detailed information on their disease condition and treatment as they regarded the information as potentially threatening to them. The authors concluded that not all cancer patients wanted to have detailed information or to know everything about their disease all the time as these might only increase their anxiety and fear or could even challenge their faith and hope.

### *Factors which Influence Decision Making*

As suggested by Janis and Mann (1977), this study identified two factors which might have influenced cancer treatment decision-making, namely internal and external factors. The reported internal factors include motivation to lead a longer and healthier life, to prevent recurrence, and to be able to visit places. Nevertheless, these findings are different from the internal factors suggested in the literature, such as fear (Frisby, 2002), grief and anxiety (Dwyer, 1993). There are several

possible explanations for these different findings. First, emotional distress may be the initial reaction to diagnosis of breast cancer. However, these negative emotions may be overcome once the women become knowledgeable of the disease and its management. Second, the literature, reporting on internal factors such as fear, anxiety, depression and grief, has been on breast cancer patients and survivors in the western culture. Perhaps, cultural values may play a role in influencing treatment decision makings.

Other internal factors observed in the study are related to family values, such as the informants' desire to see their children grow, get married and have their own children. According to Rokeach (1973), the antecedents of human values can also be traced to culture and society. Indeed, culture shapes meaning and decisions people make in their lives. Thus, the finding on family values, as internal factors, suggested the role of culture in the informants' treatment decision making. This finding is congruent with the findings reported by Hisham and Yip (2003), Lee and Wu (2002), Muller and Desmond (1992), Ruhnke *et al.* (2000) and Sent *et al.* (1998).

Perceived credibility of physicians has also been reported as an important external factor in influencing patients' treatment decision making (Fogarty, 1996). In the present study, patients were found to put their trust in the decisions or judgments of physicians which later guided their own decision making due to the physicians' knowledge and experience in medical care. Other external factors reported in this study include knowledge on breast cancer from various sources and the interaction with other breast cancer patients.

This study is not without limitations. As with any qualitative study, generalization of the findings from focus group discussion is rather limited. In particular, the small number of support group members participating in the focus group discussion, at each site and their different demographic and socioeconomic as well as cancer stages, had made it difficult to have homogenous groups based on these variables. Nevertheless, the heterogeneity of the group members contributed to the wealth of information produced from the dynamic discourse. As the participation of the informants was voluntary, there might be a bias in that those participated in the focus group discussions were pro-active than non-participants. This could eventually influence the findings on the

treatment decision making. With the mentioned limitations and the inquiry is qualitative in nature, the findings obtained from this study still need to be confirmed in future research using quantitative approaches.

## CONCLUSIONS

In many life-threatening situations where decisions have to be made, individuals are faced with many choices which require conscientious deliberation. However, these decisions are rarely made independently. Similarly, it was found that women with breast cancer in this study made their decisions on breast cancer treatment or management upon the advice and support from other individuals (e.g. physicians, family members and friends) and the possession of information related to breast cancer. In addition, the underlying forces which compelled these women to undergo breast cancer treatment were their desire to live a longer and lead a meaningful life for themselves and their family members. The findings also suggested that the treatment decisions were not made solely by the patients or the physicians, but were done through collective efforts of both parties, which was regarded as appropriate, relevant sources and forms of information contributed to the decision making, and cultural values influenced the decision making process.

One of the factors which was revealed to affect breast cancer survival was treatment. At present, various treatment options are available to breast cancer patients. Thus, for a women diagnosed with breast cancer, her survival is greatly affected by the decision made on the treatment options. The findings from this study could contribute to information on the strategies to assist breast cancer patients and other individuals or stakeholders, involved in cancer treatment and management, in making informed decision related to the disease. These strategies may include strengthening the breast cancer education program for patients, survivors and other stakeholders and improving the communication and interaction between the patients and primary health care providers.

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## Teachers' Perceptions on Collaborative Activity in ESL Writing Class

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### ABSTRACT

This study focused on teachers' perceptions of collaborative writing and how this activity was enacted in the classroom. Data were collected from a questionnaire and a semi-structured interview with 16 instructors who taught an academic writing course at Universiti Putra Malaysia. The findings revealed that collaborative activity is beneficial because it could enhance the development of cognitive and social skills and boost students' confidence in writing. On the contrary, the disadvantages of collaborative work are attributed by passive and uncooperative members as well as time factor. The findings also showed that the ways collaborative activities were enacted differed among the instructors. In addition, the choice of assigning groups and roles to students was also found to be varied. The insights from the teachers' perceptions are useful in improving the pedagogical applications of collaborative writing.

**Keywords:** Collaborative activity, academic writing, teachers' perceptions, ESL learners

### INTRODUCTION

Pair work or group work has been commonly used in English language classrooms in Malaysia. This interactive pedagogy, which encourages social interactions among students, rests on the social constructivist theory of learning. Social constructivists (Bruffee, 1986; Vygotsky, 1978; Wertsch, 1991) emphasise social interactions as the pre-requisites to cognitive development. Vygotsky (1978) also maintained that knowledge is co-constructed and learning often involves the negotiation of meanings with more than one person.

Collaborative writing, which is another form of group work, fits the social constructivist tenet as it provides a collaborative nature of learning through social interactions. Collaborative culture in the classroom can foster diversity, trust and coherence. Purposeful shared work also raises students' tacit knowledge to explicit knowledge and changes

social relations, which result in cognitive growth for the group members (Fullan, 1999).

The first way to look at collaborative writing is that it encompasses students supporting one another during the writing process. For instance, Bruffee (1984) uses the term 'collaborative writing' to refer to students getting together at various stages, while working on individual papers. In the research by Higgins, Flower and Petraglia (1992), freshmen collaborated and supported one another in the planning stage of writing a technical report.

The second way to look at collaborative writing is the dialogic relationship among group members. Dale (1992) stated that students were not collaborating if one member was not actively involved with the other group members throughout the writing process. Likewise, Ede and Lunsford (1990) used the term 'co-authored' *dialogically* when co-authors wrote a document together.



However, they called the collaboration *hierarchical* co-authoring when co-authors divided the work.

The third way of looking at collaborative writing is the production of a shared document. Shared document is produced by collaborators who engaged in substantive interaction, decision-making and responsibility in preparing the document (Allen *et al.*, 1987).

Having looked at the various perspectives about collaborative writing, one needs to understand the social and affective aspects which may also affect the collaboration process. Research findings on collaborative writing in the classroom showed more positive than negative results. For instance, research conducted in the L1 contexts (Allen *et al.*, 1987; Dale, 1994; Morgan *et al.*, 1987) revealed the facilitating effects of conflict. Conflicting views helped the collaborators to refine their ideas, produced solutions which were acceptable to others and worked out the logistics of a group process. The collaborators produced a better text through constant challenging of ideas and substantiating arguments (Dale, 1994). Nonetheless, if differing viewpoints were regarded as threats, the arguments would be counterproductive to group success and text production.

Research conducted on L2 learners (Donato, 1994; Sim, 1998; Storch, 2001, 2002, 2005; Tocalli-Beller, 2003; Yong, 2006) showed that students' co-construct new knowledge that went beyond any knowledge possessed by an individual when they collaborated (Donato, 1994). Sim (1998) and Storch (2002) suggested that the more active the students were during the collaboration, the more likely they would learn and be able to transfer knowledge into their individual writing.

In addition, disagreement is a common feature in any collaborative activity due to students' diverse backgrounds and perspectives. Similar to the earlier studies conducted in the L1 context, Tocalli-Beller (2003) found that when L2 learners resolved their disagreement properly through mutual negotiation and deliberations, consensus was reached and knowledge was then built. However, disagreements over personalised oriented matters were detrimental to group performance (*see also* DiNitto, 2000).

Thus far, research on collaboration in the L1 and L2 contexts have been focusing on the learners. On the contrary, research examining teachers' perceptions of collaborative writing is still lacking. Hence, more investigations and

research to gather insights into teachers' views are pertinent for a better understanding about the use of collaborative activities in the classroom.

This research was part of a larger study which investigated collaborative writing among the ESL learners in an academic writing class (Yong, 2006). This paper reported one aspect of the larger study by focusing on the teachers' perceptions of collaborative writing.

## OBJECTIVES OF THE STUDY

The objectives of the study are two-fold: a) to ascertain teachers' perceptions of the use of collaborative writing activities in the classroom, and b) to find out how collaborative writing activities were enacted by each individual teacher.

## METHODOLOGY

The participants of the study were 16 English language instructors (5 full-time instructors and 11 part-time instructors) who taught an academic writing course to ESL learners at Universiti Putra Malaysia (UPM). This writing course was an English language proficiency course, which was compulsory for all undergraduates who obtained a low score (Band 3 and below) in the Malaysian University English Test (MUET). Some faculties in the university made it a compulsory course for their students, regardless of the MUET band scores, except for those who obtained Band 6 (the highest band in MUET). In this course, students learned to write the different modes of academic essays, namely, descriptive, classification, comparison-contrast, and cause-effect. The writing activities provided students with the opportunities to learn the fundamentals of writing different types of essays and inevitably develop their fluency and accuracy in writing.

Prior to the selection of subjects, the researchers asked the full-time and part-time instructors if they had used any group work or group writing activities during their writing class, for example, asking students to brainstorm, plan, draft or revise in pairs or in groups. Since all of them indicated that they had used group work in class, they were eligible to be included in the study. The participants were not given any training or specific instructions on how they should carry out collaborative activities in their classes because the researchers wanted to find out how each instructor interpreted collaborative writing and the style they employed to enact the collaborative writing.

The 16 instructors who volunteered to participate in the study were females with the exception of one male part-time instructor, who was a retired teacher. The full-time staff had 5 to 15 years of teaching experience. The majority of the part-time instructors had more than 12 years of teaching experience in either secondary schools or institutions of higher learning.

The course coordinator briefed all the instructors about the course syllabus and general information a week before the course commenced. The instructors had the flexibility to adopt any teaching methods which suited their class, as long as they followed the course schedule and syllabus closely. The instructors met their students three hours per week over a period of 14 weeks.

In this study, a qualitative approach was used to gather the teachers' perceptions of the use of collaborative writing activities in the classroom. Two research instruments were employed to collect data; a) a questionnaire consisting of nine open-ended questions, and b) a semi-structured interview.

The questionnaire primarily sought to find out the teachers' written views about the advantages and disadvantages of collaborative writing, how the collaboration was carried out in their individual classroom, whether the instructors assigned students into groups, whether they assigned roles to the students, and whether students wrote better quality essays by interacting in a group. The questionnaire was administered on the second last week of the semester (Week 13).

The semi-structured interview was used to verify the responses given by the instructors in the questionnaire, particularly on how they conducted the collaborative activity, what style they adopted, whether they assigned roles and group members to the students, and why they made those decisions. The interview was conducted informally with 10 selected instructors during the final week of the semester (Week 14). The duration of the interview was approximately 10 to 15 minutes per instructor. The researchers were not able to conduct an interview with the other six part-time instructors due to the clashes in the time schedule. All the interview responses were transcribed verbatim.

The short written responses in the questionnaire were collated to obtain a summary of the teachers' perceptions. Each item in the questionnaire was analysed and categorised thematically based on the two research objectives. Related data from the interview responses were used to substantiate and triangulate the

questionnaire responses. The main focus of the study was to gather insights into the teachers' perceptions of the efficacy of collaborative writing activities. Hence, a qualitative approach to data analysis was more appropriate for this study.

## RESULTS AND DISCUSSION

The findings from the questionnaire and interview responses are presented and discussed thematically.

### *The advantages of collaborative writing*

The most important advantage of collaborative writing, which was pointed out by the instructors, was the opportunity of gathering students of different abilities to work together on a task. A frequent response, which was highlighted in the questionnaire data by eight instructors, was that weaker students could learn from better students during the collaboration. Other comments mentioned in the responses to the open-ended questionnaire by individual instructor included better idea generation, better understanding of topic, more active participation from students, and learning of different writing styles when students put their efforts collectively.

Another benefit of collaborative writing was the sharing of resources. All the instructors, with the exception of one, perceived that students produced better written texts when they pooled their resources together. The instructor, who ticked *yes* and *no* for this item in the questionnaire, felt that less proficient students benefited more as compared to proficient students in terms of producing a better quality essay. Below are some excerpts from the interview.

As Sally put it:

*The interaction among members often stimulates analytical and critical thinking and idea generation.*

Similar sentiment was also expressed by Lee:

*Students see things from different perspectives and they are able to minimise grammatical mistakes and write in a more organised manner.*

Another benefit mentioned by Lim:

*If students write alone, they might not be able to see their flaws. If done in a group, other members help by giving constructive criticism. With more interactions, the topic would be well discussed. Also editing can be fine tuned as there will not be a lack of proof-readers.*

The responses above suggested that the social interactions, which took place during collaboration, helped students to test and to generate more ideas. Students could review their work more critically as they exchanged their viewpoints. At the same time, the draft would be checked and revised more thoroughly by group members. These perceptions correspond with the findings of Dale (1994), Sim (1998), and Storch (2002), which revealed that collaborative effort resulted in more quality texts. The support of shared expertise apparently helps students to accomplish demanding academic writing tasks.

Besides producing better essays through collaborative effort, four instructors felt that collaborative writing created a sense of audience. Students learned to justify arguments and convince their group members. The process of justifying and deliberating created audience awareness in their writing. This finding concurs with Dale's (1992) study which suggests that collaboration enhances a sense of audience.

Another advantage of collaborative writing is that the writing task became less daunting and students' confidence improved through collaborative work. This perception was voiced by seven instructors during the interview. Lim, a part-time instructor, described:

*Task does not seem so overwhelming and weaker students can learn from the better ones.*

Ng shared a similar view:

*Two heads are better than one.*

Kathi said:

*Students are more confident when working in a group.*

In addition to boosting students' confidence, five instructors felt that collaborative activities provided a positive environment to develop students' social skills, such as cooperation and teamwork. As Ho put it:

*Communication skills and cooperation are important to prepare students for the workplace.*

In sum, the findings reveal that collaborative activity promotes collective effort from mixed ability group members. By sharing their expertise, students can generate more ideas and have a greater sense of audience which further enable them to produce better quality work. They were also found to develop confidence and sense of solidarity.

#### *The disadvantages of collaborative writing*

The most common disadvantage of collaborative writing, as perceived by ten instructors in the questionnaire responses, was the existence of passive group members. In specific, the passive members contributed very little to the discussion and were overly dependent on more proficient members. Good students might end up doing the task. As Lisa put it:

*Some members may not be doing their fair share of the work and leave the task for others to do.*

Although forming students into mixed ability groups could be a useful strategy, less proficient students might sometimes feel left out when good and average students dominated the discussion. This drawback could be prevented by reminding students to allow equal opportunities for every member to speak. Group leaders need to monitor and ensure that no one dominates the discussion and every group member is given a chance to voice his or her ideas.

Another disadvantage of collaborative writing is that the process itself was time-consuming. Analysis of the open-ended questions and interview responses revealed eight instructors' obvious explanations for this particular shortcoming. To begin with, students had to deliberate on whose ideas or which writing styles were better and more appropriate. As a result, they took a long time to reach consensus or to settle conflicting viewpoints and disagreements. Moreover, students also tended to be off-task and talked about unrelated topics sometimes. When this happened, it prolonged the discussion.

Findings from the interviews also revealed several other disadvantages of collaborative writing. One full-time instructor mentioned that teachers could not gauge students' proficiency level individually. Another part-time instructor mentioned that it was difficult to diagnose individual student's writing strengths through collaborative writing. Besides, the lack of cooperation and unwillingness to accept comments from group members were other drawbacks which made the collaborative activity daunting. As Lim said:

*The inability to accept differing viewpoints can create tension and dissatisfaction among the group members.*

An awareness of the possible perceived disadvantages, as mentioned in the findings, may

ensure that collaborative writing can be carried out more effectively to benefit students.

*The way collaborative activity was enacted in class*

a) Collaboration style

Data gathered from the questionnaire revealed three different styles, in which individual instructors enacted collaborative writing in the classroom. The most common style was to ask the students to select a leader and then work on the task as a team by contributing ideas, composing, giving feedback and revising without any intervention from the teacher throughout the writing process. Students could choose to carry out the collaborative activity outside class hours. This approach is akin to the style adopted by Dale (1994). In the current study, it was found that the majority of the instructors (12 out of 16) used this style.

The second style was to ask students to form groups, discuss the topic, write drafts and conduct peer review sessions during class time. Teachers acted as facilitators and helped out whenever needed. Only two out of 16 instructors adopted this style.

The third approach was to put a good student in charge as the leader who would then delegate the task. The group members worked on their parts and compiled the document later. The instructor walked around to monitor the class. This hierarchical co-authoring is similar to the style adopted by professional writers in Ede and Lunsford's (1990) study. Out of the 16 instructors, only two indicated that they utilised this style.

Interviews with 10 instructors revealed that those who adopted the first style preferred their students to take more responsibility for their own learning process. The two instructors who adopted the second style felt that their students still needed help and assistance from the teacher. The other two instructors who incorporated the hierarchical co-authoring mentioned that by dividing the task, students would know their roles and do their parts before coming together for the next collaborative writing session.

b) Groupings and roles

Based on the data gathered from the interviews, seven instructors mentioned that the ideal group size should range from three to five members. All the instructors felt that large group size was not encouraged as some members would remain passive and depend too much on others to do the work.

Three instructors felt that pair work was not ideal because it might be difficult to reach a consensus when the partners disagreed with each other. As for decision-making, it was found to be easier to vote if there were odd numbers in a group.

The findings from the questionnaire revealed that nine out of 16 instructors assigned students into collaborative groups because they wanted to ensure that there were mixed abilities in the collaboration. The interview sessions shed more insights into their choice. If a group consisted of only novice and weak students, it might affect the quality of the writing, if the members were unable to monitor or detect any mistakes made. With mixed ability groups, students could share their expertise and writing strengths.

The other seven instructors preferred their students to choose their own group members because they felt that students would be more comfortable working with their close friends. Furthermore, they also felt that students worked better with those whom they like or those they have worked with before. They would not feel intimidated. The findings about familiarity showed that self-selection of group members could foster camaraderie which strengthened team efforts.

Findings from the questionnaire and interview data also revealed that the majority of the instructors (10 out of 16) did not assign roles to the students because they preferred their students to choose roles which suit their own ability. These instructors believed that when students felt comfortable and were at ease with their roles, they would be more responsive. The other six instructors who assigned roles to students wanted to give each group member a chance to lead. This was also a strategy used to prevent good students from dominating the discussion or ending up drafting the whole essay without considering the voices from other members.

## CONCLUSIONS

The current study showed that collaborative activities in the writing class could help develop cognitive and social aptitudes. During the group interactions, students were dialogically engaged in knowledge construction as they were exploring and deliberating ideas, sharing expertise, constructing text, resolving disagreements, making decision, and revising the document. This recursive pattern of discovering and reinventing meaning during collaboration enhances cognitive development

for both weak and more proficient students. The data reinforced earlier findings that purposeful shared work enhanced the co-construction of new knowledge, which then expanded the knowledge possessed by an individual (Donato, 1994). Similar to the findings by Dale (1990) and Tocalli-Beller (2003), it was found that students also had to learn to cooperate and resolve disagreements during the interactions to maintain group cohesion.

As observed from the findings and earlier studies, collaborative writing can be conducted in different styles. Teachers can adopt the collaborative style which works best for their students, based on their learners' needs, level of proficiency and writing abilities. There should also be flexibility whether to assign roles and group members for students or to allow students to self-select group members and their own roles. Teachers also need to ensure that students feel comfortable and are uninhibited during the collaboration to maximize learning and productivity.

As a suggestion, teachers should allow students to have the choice of working independently if they prefer to do so. Therefore, it is important to be sensitive to students' individual preference and learning style to avoid curbing their creativity. Nonetheless, teachers can encourage solitary student writers to give themselves a chance to experience collaborative work with their peers as a preparation for future workplace writing and interactions.

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## **Family Functioning, Perceived Social Support, Academic Performance and Self-Esteem**

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### **ABSTRACT**

This study aimed to investigate the relationships between family functioning, social support, academic performance and self-esteem among young adults. A single survey was carried out to gather data from the subjects. The sample consisted of 378 students, aged between 18 to 26 years old. The samples were drawn through a convenience and stratified sampling from Universiti Tunku Abdul Rahman and Sunway University College, Malaysia. Bivariate correlation and linear regression were used to analyse the relationships between the variables. T-test was also employed to in order to find out the differences between genders on the academic performance and self-esteem. The results revealed that there was a significant relationship between family functioning and social support on students' self-esteem. Nevertheless, no correlation was found between family functioning and social support on the students' academic performance. On the other hand, females outperformed their male counterparts in their academic performance, but showed no significant differences in their self-esteem.

**Keywords:** Academic performance, family functioning, self-esteem, social support

### **ABBREVIATIONS**

B:	Unstandardized Coefficients
B:	Standardized Coefficients
F:	F test
N:	Sample size
p:	Probability
r:	Coefficient Correlation
SE B:	Standard Error of Estimate
t:	t test
R:	Coefficient Regression
R <sup>2</sup> :	Adjusted R Square
d:	Level of gender differences

### **INTRODUCTION**

In recent years, the quality of family functioning has been an interesting study of the society. During the developing years of an individual, family plays a significant role in children's life. Children's level of self-esteem and academic performance are mostly influenced by their family (McInerney, Dowson, Yeung and Nelson, 1998). In some ways,

family is an important source of social support for them, and likewise, the social support which consists of friends and classmates might also play a role in developing their self-esteem and the level of academic performance. Adolescents who experience "unpleasant family interactions and family stress" grow up to be incapable of expressing their thoughts effectively and more likely to express the dissatisfaction of their family interactions when associating with their peers. In the long run, these children will grow into adolescents who have negative views of themselves (Shagle and Barber, 1995). Similarly, this will be reflected in their level of perceived social support from their family, friends and significant others. Cumsille and Epstein (1994) mentioned in their study that the perceived social support from friends could serve as defence towards the progress of depression, when support was failed to be provided by the child's family. Before further discussion, the definition of variables and research evidences should be reviewed.

## DEFINITION

### *Family Functioning*

In this context, a good family functioning refers to family members who are willing to solve problems together, showing concern towards each other, and there are fewer quarrels (Blake and Slate, 1993). According to Berg-Cross, Kidd and Carr (1990), cohesive families are characterized by a family atmosphere of support and understanding. Shek (2002), on the other hand, defines family functioning as the “quality of family life at the systemic and dyadic levels and concerns wellness, competence, strengths, and weaknesses of a family”.

### *Social Support*

House (1981) defined social support as the flow of emotional concern, instrumental aid, and/or appraisal between people. According to Maher, Mora and Leventhal (2006), perceived support is the subjective sense that people are available and willing to satisfy a range of roles which include emotional, friendship, and tangible needs. In the study by Malecki and Demaray (2006), social support was conceptualized as the support which students perceived as being available to them from their parents, teachers, classmates, close friends, and their schools.

### *Academic Performance*

Academic achievement, which is similar to academic performance, has been defined broadly. Academic achievement is the inclusion of outcomes which are related empirically or conceptually to school achievement. These include grades, academic motivation, and behaviour problems (Mandara, 2006). On the other hand, Malecki and Demaray (2006) conceptualized academic achievement simply as the grade point average (GPA) in schools.

### *Self-Esteem*

Freshbach and Weiner (1991) define self-esteem as the positive or negative value a person places on his or her own attribute. Self-esteem also means how a person feels about himself or herself. According to Cashwell (1995), an individual with high self-esteem considers himself/ herself a worthy person, while an individual with low self-esteem is often seen as one who engages in self-rejection, self-dissatisfaction, and self-contempt. Self-esteem is crucial in maintaining or restoring an individual's physical and mental health.

## RESEARCH EVIDENCES

### *Family Functioning and Academic Performance*

According to Scott (2004), the quality of family life, which is also a family functioning, is causally and indirectly related to academic performance. Problems such as academic failure and underachievement have been linked to family functioning (family life-family conflict, communication and organization). Scott (2004) indicated in his study that children who came from “intact” homes were more advantaged in their academic achievement. In his study, parent-youth communication in early adolescence was a key factor in leading to good academic achievement. In addition, a study by Shek (2002) found that family functioning had a strong connection with adolescents' adjustment (academic performance, satisfaction with academic performance and conduct).

A study carried out on the African-American families revealed higher overall GPAs, Math and Science results, and verbal performances when parents were actively involved in their children academic pursue (Mandara, 2006). In addition, another study of Duchesne and Larose (2007) found that adolescents' attachment to both parents was positively correlated with their academic motivation. They attained similar results in their study which showed that increased contacts with parents, in a positive nature, undoubtedly increased the students' achievement.

However, the study of Walker and Satterwhite (2002), on the academic performances among African American and Caucasian college students, suggested that the family has important but less effect at the college level. When comparing the White and African American families, in terms of adolescents' academic performance and family functioning, it was revealed that the family relationships between the two ethnic backgrounds did not significantly differ, but the Whites were indicated to have better academic performance. As a whole, the evidences gathered from a number of research revealed that family functioning had a strong connection with adolescents' academic achievement. However, there were also studies which suggested that family functioning had important but less effect at the college level.

### *Social Support and Academic Performance*

Previous research discovered weak evidence between social support and academic performance. Malecki and Elliott (1999) investigated the

relationship between social support and grade point average (GPA) in a sample of seventh thorough 12<sup>th</sup> graders. They found a small but significant relationship between the students' perceived support and their overall GPA. Additionally, they also found a significant relationship between teachers' support and GPA. Similarly, Rosenfeld, Richman, and Bowen (2000) found that students with high social support from parents, teachers, and friends had better grades as compared with those without such support.

To further support this point, Malecki and Demaray (2006) reported that regardless of the students' socioeconomic status, higher social support in terms of parental support and classmate support were related to a higher GPA. In the same vein, Levitt, Guacci-Franco and Levitt (1994) also found a significant relationship between social support and standardized test scores in a sample of multi-ethnic students; however, no relationship was found between social support and GPA.

A study conducted by McInerney, Dowson, Yeung and Nelson (1998) indicated that parent, teacher and peer support had a significant positive impact on the students' interest in schoolwork and their GPA. Additionally, a study conducted by Degarmo and Martinez (2006) revealed that combined sources of social support were important in contributing to the academic well-being of Latino youths.

On the other end of the continent, there are studies which have yielded a negative relationship between peer social support and academic achievements. This means the lower the social support that adolescent perceives from their peers, the higher their achievement outcomes will be. This could be due to the fact adolescents felt challenged when they did not receive social support, and therefore used this factor as their motivation to achieve academically (Cauce, Felner and Primavera, 1982; Cotterell, 1992).

In sum, most studies found that students who received high social support from parents, teachers, and friends had better grades compared to those without such support. On the other hand, only few studies have shown the negative relationships between the two variables.

#### *Family Functioning and Self-Esteem*

Family functioning was found to be linked with adolescents' self-esteem in a Chinese sample (Shek, 2002). The participants in the current consisted

of 1519 secondary school students, ranging in the age from 11 to 18 years old. The Chinese Family Assessment Instrument and Self-Esteem Scale were used to gather the necessary data. The findings of the current research indicated that family functioning was indeed associated with students' self-esteem. According to Mandara and Murray (2000), family functioning has shown to have a positive effect on self-esteem. Both researchers conducted a study on 116 fifteen-year-old African Americans. The participants provided information on their perceptions of self-esteem and family functioning using the MDSEI (Multi-Dimensional Self-Esteem Inventory) and FES (Family Environment Scale). Indeed, the results revealed that the optimal family functioning was a strong predictor. This implied that the better the family functioning, the higher the self-esteem of the African American adolescents. Shek (1998) also found that discrepancies in the adolescent's perceptions of family functioning influenced the psychological well-being (self-esteem, feelings of hopelessness, life satisfaction, purpose in life and general psychiatric morbidity) over time.

Brody and Flor (1997) found similar results where self-esteem was linked with family routines and the quality of mother-child relationship. Individuals who viewed their parents' communication as supportive and open would most probably have higher self-esteem than those who perceived their parents' communication patterns as controlling and unsupportive (Blake and Slate, 1993). These results are consistent with the findings of Rochelle's (2001) study, which found that there was a significant positive correlation between the perceived family support and self-esteem. However, a study in which the sample was a group of Chinese adolescence from the Mainland China, found that parental support was not a distinct predictor of the adolescents' self-esteem (Bush, Peterson, Cobas and Supple, 2002).

In sum, various research evidences revealed that family functioning was associated with self-esteem, whereby the optimal family functioning was a strong predictor. Limited research implied that family functioning was not a significant predictor for higher self-esteem.

#### *Social Support and Self-Esteem*

It is suggested that individuals who perceive the presence of supportive family and peers are more likely to feel greater self-esteem (Pierce *et al.*, 2000,



as cited in Measelle, Stice and Springer, 2006). Their research revealed that more significant positive effects of support were received from their teachers and friends on adolescents' self-esteem over time as compared to the support from either the mother or father.

McInerney, Dowson, Yeung and Nelson (1998) found similar findings that parent, teacher and peer support had significantly positive impacts on students' self-esteem, in which the teachers played the strongest influential role on the self-esteem of the high-school sub-sample. Additionally, in the study by Shute, Blasio and Williamson (2002), self-esteem was found to have a significantly positive correlation with the overall social support satisfaction and the size of the support network.

In sum, previous research evidences revealed that social support had a positive relationship with adolescents' self-esteem. This finding also suggests that the higher the level of perceived social support, the better the level of self-esteem will be.

#### *Gender Differences in Academic Performance*

Prior to 1970s, interest in gender differences in academic performance revolved around the possibility that girls were outperforming boys in reading during the elementary school years (Brophy, 1985, as cited in Wilkinson and Marrett, 1988). Girls performed better in reading and other related subjects throughout elementary school and into the adolescent years (Dwyer and Johnson, 1997; Entwisle, 1997).

By the 1970s, attention was shifted to the possibility that boys were outperforming girls in Maths and Science, particularly during adolescence. However, boys have rarely been found to outperform girls in terms of grades in Mathematics and Science, even during adolescence; in fact, girls have often been found to outperform boys (Dwyer and Johnson, 1997; Kimball, 1989).

#### *Gender Differences in Self-Esteem*

As for self-esteem, many researchers found that males had higher levels of self-esteem as compared to females (Allgood-Merten and Stockard, 1991; Feather, 1991; Fertman and Chubb, 1992). Quatman and Watson (2001) found similar results, which indicated a higher self-esteem for the males as compared to females.

Whereas, Maccoby and Jacklin (1974) determined that the studies they reviewed were

too disparate to come to a conclusion about the presence or absence of gender differences. Feingold (1994) reviewed gender differences in multiple aspects of personality and found a small difference favouring males ( $d=.10$ ), and this finding was compared to another analysis which also found a small difference favouring males ( $d=.12$ ) (Hall, 1984). Gender differences in self-esteem conducted prior to the advent of meta-analysis (Maccoby and Jacklin, 1974; Wylie, 1979) suggested that there was no consistent gender difference, yet they differed in their rationale. However, there were researchers who found that there were no gender differences related to self-esteem (Greene and Wheatley, 1992; Simpson, Gangestad and Lerma, 1990).

#### *General Issue*

Since academic performance and the development of self-esteem in a person's life are important for the individual's future and personal growth, it is therefore necessary to investigate the relationship between these variables. In general, there are meaningful relationships between the four variables, which include family functioning, social support, academic performance and self-esteem. Previous research have proven that they are interrelated, which means that family functioning and social support are related to self-esteem and academic performance. Aside from that, previous researches have also found significant gender differences in academic performance and self-esteem. Generally, males were found to outperform females in the academic performance and they also had scored higher in self-esteem when compared to females.

#### *The Aim of the Study and Research Hypotheses*

As for this research, the focus was given on the effects of family functioning and the perceived social support on the academic performance and development of self-esteem among selected university students. In this research, it was hypothesized that:

1. Students who possessed good family functioning and perceived more social support would have a higher academic performance.
2. Students who had good family functioning and perceived more social support would have a better self-esteem.

3. There is a significant difference in the academic performance of the male and female students.
4. There is a significant difference in the self-esteem of the male and female students.

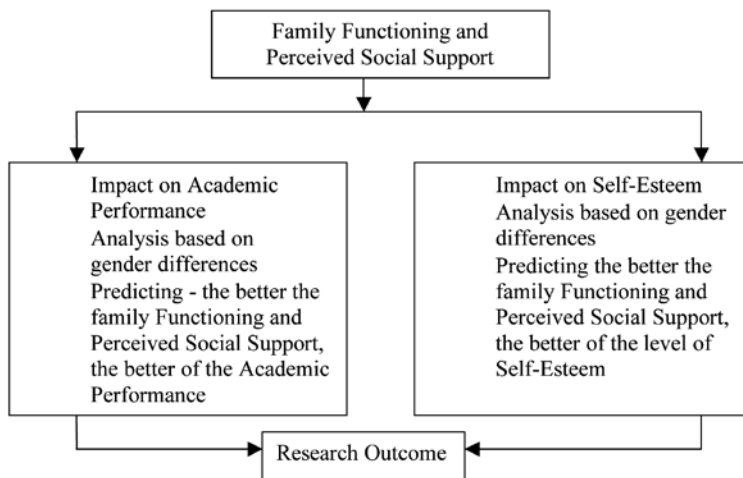
#### *Conceptual and Theoretical Framework*

The present research was based on the Ecological Theory by Bronfenbrenner (1975). The Ecological Theory expounds the impacts of parental relationship on children's development. In fact, Bronfenbrenner's study demonstrated the important role of the environment on human development. Parents bring their own life history, their own personalities, and their relationship with each other into the family dynamics. Significant parental conflict has a profound effect on the entire family system. Children are said to suffer from insecure attachment under such a family situation. According to Baumrind (Bronfenbrenner and Mahoney, 1975), the parent's own internal working model of attachment seems to have a very strong effect on the family system and thus on the children. This means that adults who themselves are securely attached are much more likely to have a child who is also securely attached.

Bronfrenner (1975), in his area of study, emphasizes that each child grows up in a complex social environment with a distinct cast of character such as brothers, sisters, parents, teachers and friends. This cast itself is embedded within a larger social system. Bronfrenner's argument is that researchers must not only include descriptions of these more extended aspects of the environment,

but also consider the ways in which all the components of this complex system interact with one another to affect the development of an individual child.

With relevance to the literature relating to this study, majority of the past research indicated that both family functioning and social support were positively correlated with academic performance (Maleki and Elliot, 1999). In terms of family functioning, parent-child relationship is said to play a major role in inculcating good academic performance (Scott, 2004). Similarly, most prior studies have found a significant relationship between family functioning, social support and self-esteem. In addition, previous researches have also suggested that social support, especially from parents, peers and teachers, are important in contributing to a better self-esteem. In summary, it was generally found that both family functioning and social support have a significant positive relationship with academic performance and self-esteem (see *Fig. 1*). On a larger scale, based on the same model, social support is seen to mediate better family functioning, and in turn, results in better academic outcomes (King *et al.*, 2005). In most of the research evidences, females were found to outperform their male counterparts in their academic performance (Dwyer and Johnson, 1997; Entwisle, 1997). However, males tend to have a higher self-esteem as compared to females in most of the cases undertaken in various studies (Allgood-Merten and Stockard, 1991; Feather, 1991; Fertman and Chubb, 1992).



*Fig. 1: Significance relationship of family functioning and social support with academic performance and self-esteem*

## METHOD

### *Pilot Test Sampling*

The pilot test was conducted on 30 participants, with their ages ranging from 18 years to 23 years old. From the 30 participants, 17 (56.7%) were males, while 13 (43.3%) were females. Out of the 30 participants, a majority (15) of them were Chinese (50%), followed by 8 (26.7%) Malays, and 7 (23.3%) Indians. In order to ascertain the validation locally, a reliability analysis was carried out to determine the Cronbach alpha of all the three measurement instruments. The Cronbach alpha for the 40 items of the Family Functioning Scale (FFS) was indicated as .842. Whereas, the Cronbach alpha for the 40 items of the Self-Esteem Rating Scale (SERS) was .937, and finally, the Cronbach alpha for the 12 items of the Multidimensional Scale of the Perceived Social Support (MSPSS) was .893.

### *Sample*

The total number of respondents for this study was 378; they were undergraduates from Universiti Tunku Abdul Rahman and Sunway University College. The sample was controlled for age, year of course, race, and gender. The age of the subjects ranged from 18 to 26 years old, with the mean age of 21.1 years. In terms of their ethnic groups, the sample consisted of 126 (33.33%) Malays, 126 (33.33%) Chinese, and 126 (33.33%) Indians. In terms of gender, the sample consisted of 189 (50.0%) males and 189 (50.0%) females.

### *Procedure*

This survey was carried out in the Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman and the School of Health and Natural Sciences, Sunway University College, Selangor. Courses of students varied from the studies of psychology, communication, public relation, English and Chinese. The questionnaires were distributed through a convenience sampling by five research assistants to respondents who were willing to participate in the survey. Firstly, non-probabilistic sampling was adopted. For this, 600 respondents were involved in the first stage of survey. A brief introduction of the team was done, and this was followed by a briefing on the purpose of the survey. The briefing was done in English, unless requested by the participants to have it in either Mandarin or Bahasa Malaysia. However, all respondents were students of higher institutions and were proficient in English. Most

of the respondents answered the questionnaires and returned the survey on the spot. Some respondents wished to bring home the survey and returned them the next day. In order to get the equal numbers for both gender and ethnic, stratified sampling and quota were applied. Finally, a sample consisting of 378 respondents, with 198 males and 198 females respectively, was drawn for this study.

### *Instruments*

#### (i) Academic Performance

The respondents' academic performance was measured by their Cumulative Grade Point Average (CGPA). A 4-point grading system was adopted for all the Bachelor courses, and the classification of awards of Bachelor Degree was based on the CGPA achieved by these students. Higher grade represents a better academic performance. The award of honours is as shown below: first class honours (CGPA 3.5000-4.0000), second class honours - upper division (CGPA 3.0000-3.4999), second class honours - lower division (CGPA 2.2000- 2.9999) and third class honours (CGPA 2.0000-2.1999).

#### (ii) Family Functioning Scale

Family Functioning Scale is a 40-items instrument which examines the general dimensions of family functioning. Respondents were required to rate themselves on a 7-point scale (i.e. Never = 1, Almost never = 2, Rarely = 3, Sometimes = 4, Frequently = 5, Almost always = 6, and Always = 7). Items 4, 21, and 38 were first reverse-scored, then simply summed up for the total scale scores. Higher scores are indicative of better family functioning. The Family Functioning Scale (FFS) has a fair internal consistency with alphas which range from .90 for the positive family effect subscale to .74 for the conflicts subscale. The alpha of the total scale was not reported or test-retested. The FFS has a good concurrent validity, as demonstrated by the correlations with the FACES III measure of the family functioning. The FFS has been validated locally with a high reliability of Cronbach alpha (.842).

#### (iii) Self-Esteem Rating Scale

Self-Esteem Rating Scale is a 40-items instrument which provides a clinical measure of self-esteem, in which respondents are required to rate themselves on a 7-point scale (i.e. Never = 1, Rarely = 2, A little of the time = 3, Some of the time = 4, A

good part of the time = 5, Most of the time = 6, and Always = 7). Positive scores indicate a more positive self-esteem and negative scores indicate a more negative self-esteem. The Self-esteem Rating Scale (SERS) has excellent internal consistency, with an alpha of .97. It has been reported to have good content and factorial validity. The SERS also has good construct validity, with significant correlations, with the Index of Self-esteem and the Generalized Contentment Scale. The SERS has been validated locally with high reliability of Cronbach alpha (.937).

(iv) Multidimensional Scale of the Perceived Social Support

Multidimensional Scale of the Perceived Social Support is a 12-item instrument designed to measure the perceived social support from three different sources: family, friends, and significant others. The Multidimensional Scale of Perceived Social Support (MSPSS) assesses the extent to which respondents perceive social support from each of these sources; the scale is divided into three sub-scales: family (items 3, 4, 8, 11); friends (items 1, 2, 5, 6, 7, 9, 12); and significant others (items 1, 2, 5, 10). The MSPSS is scored by summing individual item scores for the total and subscale scores and dividing by the number of items. Higher scores reflect higher perceived support. The MSPSS has an excellent internal consistency and good test-retest reliability. The MSPSS also has good factorial validity, concurrent validity, and good construct validity. The MSPSS

has been validated locally with high reliability of Cronbach alpha (.893).

*Data Analysis*

In this study, family functioning and social support served as independent variables while academic performance and self-esteem served as dependent variables. Data collected were analysed by using the SPSS. A bivariate correlation and linear regression were also used to analyse the relationships between the family functioning, social support, academic performance and self-esteem. Independent sample t-test was used to analyse gender differences for academic performance and self-esteem among the male and female students.

**RESULTS**

In addition, the relationship between family functioning and academic performance was explored using the Pearson's product moment correlation. There was no relationship between the two variables ( $r=.046, p>.05$ ), suggesting that the academic performance of the students were not affected by the quality of family functioning (see Table 1).

The relationship between social support and academic performance was explored using the Pearson's product moment correlation. Once again, no relationship was found between the two variables ( $r=.068, p >.05$ ) and this finding suggested that the academic performances of students were not affected by their perceived social support (see Table 2).

TABLE 1  
Correlation between family functioning and academic performance

Family functioning	
	.046
Academic performance	

TABLE 2  
Correlation between social support and academic performance

Social Support	
	.068
Academic Performance	

The relationship between family functioning and self-esteem was explored using the Pearson's product moment correlation. The result showed that there was a positive correlation ( $r=.216$ ,  $p<.01$ ) between family functioning and self-esteem, suggesting that students with a better family functioning have a higher self-esteem (see Table 3).

Similarly, the relationship between social support and self-esteem was explored using the Pearson's product moment correlation. The results revealed that there was a positive correlation ( $r=.317$ ,  $p<.01$ ) between social support and self-esteem, suggesting that students with higher perceived social support possessed higher self-esteem (see Table 4).

In sum, family functioning contributed 4.67% ( $r = .216$ ) to self-esteem and social support contributed 10.04% ( $r = .317$ ) to self-esteem. These findings show that social support plays a more significant role as compared to family functioning on the students' self-esteem.

Altogether, both the family functioning and social support contributed 10.8 % towards the

students' self-esteem in the current study. These two variables significantly contributed towards students' self-esteem and the likelihood of such a result, arising by sampling error is 1 in 100.  $F [(2, 375) = 22.619$ ,  $p<.01$ ].

From the coefficient table, social support has a regression coefficient of .708. Thus, as perceived social support increases by one unit, self-esteem increases by .708. The t-value is 5.090, with an associated probability of .01. Hence, regression coefficient is unlikely to have arisen by sampling error. In terms of family functioning, it has a regression coefficient of .109. This means that as family functioning increases by one unit, self-esteem is also increased by .109. The t-value is 1.753, with an associated probability  $> .05$ . Therefore, regression coefficient is likely to have arisen by sampling error.

Based on the above coefficient table, family functioning and perceived social support could be concluded as playing important roles in affecting the students' self-esteem. Between the two, social support is shown to play a more important role in affecting students' self-esteem (*see* Table 5).

TABLE 3  
Correlation between family functioning and self-esteem

Family Functioning	
	.216(**)
Self-esteem	

\* $p < .05$ , \*\* $p < .01$

TABLE 4  
Correlation between social support and self-esteem

Social Support	
	.317(**)
Self-esteem	

\* $p < .05$ , \*\* $p < .01$

TABLE 5  
Summary of ordinary least squares multiple regression analysis for social support and family functioning for predicting self-esteem (N=378)

	B	SE B	B
Self-Esteem			
Social Support	.708	.139	.276**
Family Functioning	.109	.062	.095

Note:  $R^2 = .108$   $F [(2,375) = 22.619$ ,  $p<.01$ ]. \*\* Significant at  $p<.01$  level.

The mean differences of the respondents' academic performance and self-esteem were assessed via T-test. The mean score of the academic performance for males ( $M=2.9065$ ) was found to be lower than the females ( $M= 3.0444$ ). Meanwhile, male students were indicated to have lower academic performance as compared to female students [ $t(376) = -2.687, p < .01$ ]. These

findings indicated that there were significant differences for the academic performance among the male and female students. In this study, the mean score of self-esteem for the males was  $M=192.93$  and females was  $M= 191.79$ . However, no significant differences were found for the self-esteem among the male and female students [ $t(376) = .369, p > .05$ ] (see Table 6).

TABLE 6  
T-test of academic performance and self-esteem by gender status

Gender	Mean Scores	
	Male	Female
Academic Performance	2.9065	3.0444**
Self-esteem	192.93	191.79

\*\*  $p < .01$

## DISCUSSION

The main purpose of this study was to examine whether there were relationships between family functioning, social support, academic performance and self-esteem. Additionally, this study also sought to explore if there was a significant difference between the male and female respondents in relation to academic performance and self-esteem. In this study, family functioning and perceived social support were found to be not correlated with the students' academic performance. The first hypothesis, which predicted a positive relationship between family functioning and perceived social support with academic performance, was therefore rejected. However, the results of the current research revealed that there were positive relationships between family functioning, perceived social support and self-esteem. The better the family functioning and perceived social support of the respondents, the better the level of self-esteem will be. Hence, the second hypothesis was accepted. Gender differences on academic performance and self-esteem were assessed using t-test. Results gathered in this study revealed that the male students had a lower academic performance as compared to the female students. However, there was no significant difference when measured the self-esteem among the male and female students.

Generally, the results of the present study supported the Ecological Theory of Bronfenrenner

(1975), whereby in his area of study, he emphasized that each child grew up in a complex social environment, with a distinct cast of characters such as parents, brothers, sisters, teachers and friends. This cast itself is embedded within a larger social system. The present study showed that besides family functioning, social support also played a crucial role in determining the academic performance and self-esteem of an individual. This study supports the findings of Ecological theory. However, it shows that parental relationship is not the only contributory factor of self-esteem of the child; in fact, there are other contributory factors. Bronfenrenner's argument is that researchers must not only include descriptions of these more extended aspects of the environment, but also consider the ways in which all the components of this complex system interact with one another to affect the development of an individual child.

### *Family Functioning and Academic Performance*

Based on the results of the present study, better family functioning did not affect the students' academic performance. This result is incongruent with the study of Fuglini and Pedersen (2002) on 745 American ethnically diverse individuals, who began to move from secondary school to young adulthood. The researchers found that family obligation was more important if the adolescents had lower and moderate GPA.

Although there is a number of researches which disagree with the present findings, the results of this study is in accordance with Walker and Satterwhite (2002), whose sample comprised of college students. It is assumed that college and university level is similar, and thus this study agrees on their suggestion that family was important, but it had a less effect on the academic performance at this stage. This is perhaps due to the fact that these university students were independent and not staying with their family. Moreover, a lifetime of parental supports already allowed the students to acquire the necessary coping skills and self-confidence so as to adapt to the new environment. At the university level, they are able to cope effectively with the challenges imposed developing adaptive attitudes, which is essential for excellent academic performance. Thus, the level of family functioning does not affect their academic performance, as they are not at home and not that attached to the family.

#### *Social Support and Academic Performance*

The findings of this study have contributed to the collection of other researches which showed inconsistencies in the significance roles of social support and academic performance. Other previous researches also found both weak and strong evidences in the relationships of these variables. These inconsistencies were probably due to the different types of social support received and the different ways the individuals respond to it.

A research conducted by Malecki and Elliott (1999) revealed that teachers' support was linked to academic performance, while the research of Malecki and Demaray (2006) discovered that parental and classmates' supports were related to higher CGPA. However, Ratelle, Larose, Guay and Acenecal (2005), who conducted a study on 729 science students from Quebec, found that parental support predicted better academic achievement. Thus, it is suggested that individuals responded differently to the different types of support received (e.g. supports from classmates, parents, teachers, siblings, friends, etc). Some might do better academically with teachers' support, and at the same time, some others might not be affected by the support given by the teachers.

The present study found that perceived social support did not affect the academic performance of the students and this was congruent with the

study of Hershberger and D'Augelli (1992) who found that perceived social support could not be used to judge the academic performance of the African American students in a White community. These results seemed to apply to other immigrants, whereby they were mostly Asian students in the U.S. These Asian students reported that the social support from peers did not affect their academic outcomes and that there were no relationships between the two variables. The present study also revealed insignificant relationship between social support and the academic performance of the students, and hence supported the results gathered for the Asian students.

In studying the cultural differences and the effect of social support on academic performance, an important factor which needs to be considered among ethnic minorities is the adjustment to a different culture. Coleman, LaFromboise and Saner (1992) conducted a study on 88 ethnic minority freshmen (Hispanic, African American, Native American) and 30 Anglo freshmen. Their study found that the ethnic minority freshmen and Anglo freshmen who were able to adapt, possessed better academic grades and they did not receive a lot of social support.

#### *Gender Differences for Academic Performance and Self-esteem*

The current research represents an important starting point for building models for the academic performance and self-esteem of gender differences among university students. Although female students were found to have the edge over the male students in terms of academic performance, this edge was lost when it came to the comparison of self-esteem. The pattern of findings is consistent with several other research evidences which identified the factors causing females to perform better in their studies. For example, females tend to be more concerned than males in pleasing adults, such as parents and teachers, the reason which may underlie both gender differences (Higgins, 1991; Hoffman, 1972; Pomerantz and Ruble, 1998a, 1998b; Pomerantz *et al.*, 2001). In addition, females' concern may heighten their effort to do well in the university, therefore enhancing their performance, whereas male's performance may decline in comparison because they are not as concerned as the females with pleasing adults. Moreover, given the fact that males are not as likely

to see their academic performance as reflecting their abilities, they may exert less effort.

The students' academic performance is perhaps not only affected by the different types of social support groups, but it is also related across time and age. Maybe, only a certain type of social support would significantly affect the students' performance at a certain developmental stage in life. Therefore, this leaves space for future research, particularly to investigate the specific type of support, and its significant effect on the academic performance, at a certain developmental stage.

Gender differences in the levels of self-esteem have been widely investigated, with most studies found that girls have lower level of self-esteem than boys in adolescence (Bryan and Petrangelo, 1989; O'Mallery and Bachman, 1979). However, in the present study, no significant difference was found prior to the analysis, the result which opposed the conclusions given by most of the other researchers.

#### *Family Functioning, Social Support and Self-Esteem*

Family functioning and perceived social support were significantly correlated with the students' self-esteem. The main hypothesis, which predicted a positive relationship between family functioning and perceived social support with self-esteem, was therefore supported. This finding is in agreement with the results of other researches which were done in countries other than Malaysia. As other studies have shown, family functioning seems to significantly predict students' self-esteem (Mandara and Murray, 2000). This suggests that the better the quality of family functioning, the higher the self-esteem among students.

The present study proposed some degree of relationship between family functioning and self-esteem and supported the research evidences of other researchers (Scott *et al.*, 1991, as cited in Cashwell) who discovered that there was a general uniformity across cultures regarding the magnitude of the correlation between family functioning and self-esteem. This means that there are no significant differences across cultures in relation to the relationship between family functioning and self-esteem. Thus, family functioning does play an important role in affecting students' self-esteem, regardless of the culture.

On the other hand, greater social support will also result in higher self-esteem among the students. In fact, the results of the present study indicated that among the two variables (family functioning and social support), social support was shown to be relatively more important than family functioning in contributing towards students' self-esteem. These findings are congruent with the study of Shute, Blasio and Williamson (2002) who found that social support satisfaction was positively correlated with self-esteem.

Furthermore, perceived social support could enhance self-esteem. The results of the present study supported the study by Gavazzi (1994) who studied on a clinical population of adolescence and found that adolescents who perceived higher social support from family and friends had a higher level of self-esteem. It is suggested that despite the different ethnic groups and culture in Malaysia, social support does play an important part in developing an individual's self-esteem.

Based on the results of the present study (linear regression), social support is indicated to play a bigger role on self-esteem as compared to family functioning. This is due to the fact that social support consists of parental support, i.e. the better the family functioning, the better the relationship among family members will be. Good relationships among siblings and parents will indirectly provide a more perceived social support. With this in mind, it can be assumed that good family functioning provides a better social support. Thus, there is probably an over-lapping of the contribution of family functioning and social support on self-esteem.

#### *Strengths of the Study*

Despite some shortcomings, the present study revealed a number of strengths. Performing research on a sample of 378 respondents and drawing inference from the results which resembled the whole of the population would increase the reliability of the estimate. In this case, a relatively large sample size allows the investigation on the effects of family functioning and social support on the academic performance and self-esteem of university students. In terms of comparison between genders, an equal number of males and females provided a sensible comparison of the variables. Another particular strength of the present study is that the four constructs,



used to measure the variables, have been proven high on reliability and validity, based on prior research. In addition, the pilot test demonstrated a high level of reliability for the local validation. In administering the questionnaire, consent form was attached to obtain approval from the respondents. This resembled an adoption of proper procedures for data collection and safeguarded against any dispute from respondents pertaining to confidentiality.

#### *Limitations of the Study*

There are some limitations in this study. For example, instead of relying on the self-report data, the researchers should have opted for the typology method which classified families according to different dimensions and investigated the relationships for each family type with other variables (such as self-esteem and academic performance). This method would allow a better comparison between the family types and the interaction within a particular family type. All the subjects were drawn from higher institutions in Selangor. The high concentration of the subjects in narrow localities might prevent the results from being reflective of the Malaysian population. Other than that, the study adopted a paper and pencil approach in collecting information from the respondents and problems might arise when the questionnaires were distributed to respondents who were impatient in answering them as this might affect the accuracy of the results.

#### *Future Research*

The present study selected students from Universiti Tunku Abdul Rahman and Sunway University College as its sample. Future research should examine the differences between ethnicities in relation to how family functioning and social support may influence the academic performance and self-esteem in more universities located in both the rural and urban areas. Taking into account samples from rural areas may add a variety to samples as they come from different backgrounds, and environment, hence extending the ambit and applicability of the study to include a wider range of people. Aside from that, in the present study, the students' CGPAs were used as the only method to measure their academic performance. However, it is suggested that other forms of valid and reliable measurements related to the academic performance should also be used.

## **CONCLUSIONS**

As a whole, this research was done to investigate the relationships between family functioning, and social support on academic performance and self-esteem. The results of the present study showed that family functioning and social support played significant roles on students' self-esteem, whereas family functioning and social support did not affect their academic performance. Gender differences have been seen to directly affect the academic performance of the students, whereby females have been found to outperform the males in their academic performance. With further and deeper research on this issue in the Malaysian context, its results will surely contribute to the development of self-esteem and academic performance of students.

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# **REFEREES FOR THE PERTANIKA JOURNAL OF SOCIAL SCIENCES & HUMANITIES (JSSH)**

January – September 2008

The Editorial Board of the Journal of Social Sciences and Humanities wish to thank the following for acting as referees for manuscripts submitted to JSSH between January and September 2008.

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Abdul Rasid bin Jamian  
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While every effort has been made to include a complete list of referees for the period stated above, however if any name(s) have been omitted unintentionally or spelt incorrectly, please notify the Executive Editor, Pertanika Journals at *ndeepts@admin.upm.edu.my*.

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# *Pertanika*

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*Our goal is to bring high quality research to the widest possible audience*

## **Journal of Social Sciences and Humanities**

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(Manuscript Preparation & Submission Guidelines)

Revised January 2009

*We aim for excellence, sustained by a responsible and professional approach to journal publishing.  
We value and support our authors in the research community.*

Please read the guidelines and follow these instructions carefully; doing so will ensure that the publication of your manuscript is as rapid and efficient as possible. The Editorial Board reserves the right to return manuscripts that are not prepared in accordance with these guidelines.

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Pertanika is an international peer-reviewed journal devoted to the publication of original papers, and it serves as a forum for practical approaches to improving quality in issues pertaining to tropical agriculture and its related fields. Pertanika Journal of Tropical Agricultural Science began publication in 1978. In 1992, a decision was made to streamline Pertanika into three journals to meet the need for specialised journals in areas of study aligned with the interdisciplinary strengths of the university. The revamped, Pertanika Journal of Social Sciences & Humanities (JSSH) aims to develop as a pioneer journal for the Social Sciences with a focus on emerging issues pertaining to the social and behavioural sciences as well as the humanities, particularly in the Asia Pacific region. Other Pertanika series include Pertanika Journal of Tropical Agricultural Science (JTAS); and Pertanika Journal of Science and Technology (JST).

JSSH is published in **English** and it is open to authors around the world regardless of the nationality. It is currently published two times a year i.e. in **March** and **September**.

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Our goal is to bring the highest quality research to the widest possible audience.

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### Manuscript preparation

Pertanika accepts submission of mainly four types of manuscripts. Each manuscript is classified as **regular** or **original** articles, **short communications**, **reviews**, and proposals for **special issues**. Articles must be in **English** and they must be competently written and argued in clear and concise grammatical English. Acceptable English usage and syntax are expected. Do not use slang, jargon, or obscure abbreviations or phrasing. Metric measurement is preferred; equivalent English measurement may be included in parentheses. Always provide the complete form of an acronym/abbreviation the first time it is presented in the text. Contributors are strongly recommended to have the manuscript checked by a colleague with ample experience in writing English manuscripts or an English language editor.

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*Definition:* Full-length original empirical investigations, consisting of introduction, materials and methods, results and discussion, conclusions. Original work must provide references and an explanation on research findings that contain new and significant findings.

*Size:* Should not exceed 5000 words or 8-10 printed pages (excluding the abstract, references, tables and/or figures). One printed page is roughly equivalent to 3 type-written pages.

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*Definition:* Significant new information to readers of the Journal in a short but complete form. It is suitable for the publication of technical advance, bioinformatics or insightful findings of plant and animal development and function.

*Size:* Should not exceed 2000 words or 4 printed pages, is intended for rapid publication. They are not intended for publishing preliminary results or to be a reduced version of Regular Papers or Rapid Papers.

### **3. Review article**

*Definition:* Critical evaluation of materials about current research that had already been published by organizing, integrating, and evaluating previously published materials. Re-analyses as meta-analysis and systemic reviews are encouraged. Review articles should aim to provide systemic overviews, evaluations and interpretations of research in a given field.

*Size:* Should not exceed 4000 words or 7-8 printed pages.

### **4. Special issues**

*Definition:* Usually papers from research presented at a conference, seminar, congress or a symposium.

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### **5. Others**

*Definition:* Brief reports, case studies, comments, Letters to the Editor, and replies on previously published articles may be considered.

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With few exceptions, original manuscripts should not exceed the recommended length of 6 printed pages (about 18 typed pages, double-spaced and in 12-point font, tables and figures included). Printing is expensive, and, for the Journal, postage doubles when an issue exceeds 80 pages. You can understand then that there is little room for flexibility.

Long articles reduce the Journal's possibility to accept other high-quality contributions because of its 80-page restriction. We would like to publish as many good studies as possible, not only a few lengthy ones. (And, who reads overly long articles anyway?) Therefore, in our competition, short and concise manuscripts have a definite advantage.

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The paper should be formatted in one column format with the figures at the end. A maximum of eight keywords should be indicated below the abstract to describe the contents of the manuscript. Leave a blank line between each paragraph and between each entry in the list of bibliographic references. Tables should preferably be placed in the same electronic file as the text. Authors should consult a recent issue of the Journal for table layout.

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Authors are advised to use Times New Roman 12-point font. Be especially careful when you are inserting special characters, as those inserted in different fonts may be replaced by different characters when converted to PDF files. It is well known that 'µ' will be replaced by other characters when fonts such as 'Symbol' or 'Mincho' are used.

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  - **Page 2: Author(s) and Corresponding author information.** This page should **repeat** the title of your paper with name(s) of all the authors, institutions and corresponding author's name, institution and full address (Street address, telephone number (including extension), hand phone number, fax number and e-mail address) for editorial correspondence.  
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**Footnotes.** Current addresses of authors if different from heading.

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Swan and Kanwal (2007) reported that ...  
The results have been interpreted (Kanwal et al. 2009).
  - References should be listed in alphabetical order, by the authors' last names. For the same author, or for the same set of authors, references should be arranged chronologically. If there is more than one publication in the same year for the same author(s), the letters 'a', 'b', etc., should be added to the year.
  - When the authors are more than 11, list 5 authors and then et al.
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    - Mellers, B. A. (2006b). Treatment for sexually abused children and adolescents. *American Psychologist*, 55, 1040-1049.
    - Hawe, P. (2005). Capturing the meaning of "community" in community intervention evaluation: Some contributions from community psychology. *Health Promotion International*, 9, 199-210.
    - Braconier, H. and Ekholm, K. (2006). Swedish multinationals and competition from high and low wage location. *Review of International Economics*, 8, 448-461.
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- **Proceedings:** Amir Awang. (2006). Counseling, human resources development and counseling services. In Sulaiman M. Yassin, Yahya Mat Hassan, Kamariah Abu Bakar, Esah Munji and Sabariah Mohd. Rashid (Eds.), *Proceedings of Asia Pacific Conference on Human Development* (p. 243-246). Serdang: Universiti Putra Malaysia.
8. **Short Communications** should include **Introduction, Materials and Methods, Results and Discussion, Conclusions** in this order. Headings should only be inserted for Materials and Methods. The abstract should be up to 100 words, as stated above. Short Communications must be 5 printed pages or less, including all references, figures and tables. References should be less than 30. A 5 page paper is usually approximately 3000 words plus four figures or tables (if each figure or table is less than 1/4 page).

\*Authors should state the total number of words (including the Abstract) in the cover letter. Manuscripts that do not fulfill these criteria will be rejected as Short Communications without review.

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### **Peer review**

In the peer-review process, three referees independently evaluate the scientific quality of the submitted manuscripts. The Journal uses a double-blind peer-review system. Authors are encouraged to indicate in **referral form A** the names of three potential reviewers, but the editors will make the final choice. The editors are not, however, bound by these suggestions.

Manuscripts should be written so that they are intelligible to the professional reader who is not a specialist in the particular field. They should be written in a clear, concise, direct style. Where contributions are judged as acceptable for publication on the basis of content, the Editor or the Publisher reserves the right to modify the typescripts to eliminate ambiguity and repetition and improve communication between author and reader. If extensive alterations are required, the manuscript will be returned to the author for revision.

### **The editorial review process**

What happens to a manuscript once it is submitted to Pertanika? Typically, there are seven steps to the editorial review process:

1. The executive editor and the editorial board examine the paper to determine whether it is appropriate for the journal and should be reviewed. If not appropriate, the manuscript is rejected outright and the author is informed.
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3. The executive editor, in consultation with the editor-in-chief, examines the reviews and decides whether to reject the manuscript, invite the author(s) to revise and resubmit the manuscript, or seek additional reviews. Final acceptance or rejection rests with the Editorial Board, who reserves the right to refuse any material for publication. In rare instances, the manuscript



# Pertanika

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**Pertanika is an international peer-reviewed leading journal in Malaysia which began publication in 1978. The journal publishes in three different areas — Journal of Tropical Agricultural Science (JTAS); Journal of Science and Technology (JST); and Journal of Social Sciences and Humanities (JSSH).**

**JTAS** is devoted to the publication of original papers that serves as a forum for practical approaches to improving quality in issues pertaining to tropical agricultural research or related fields of study. It is published twice a year in **February** and **August**.

**JST** caters for science and engineering research or related fields of study. It is published twice a year in **January** and **July**.

**JSSH** deals in research or theories in social sciences and humanities research with a focus on emerging issues pertaining to the social and behavioural sciences as well as the humanities, particularly in the Asia Pacific region. It is published twice a year in **March** and **September**.

## Call for Papers

Pertanika invites you to explore frontiers from all fields of science and technology to social sciences and humanities. You may contribute your scientific work for publishing in UPM's hallmark journals either as a **regular article**, **short communications**, or a **review article** in our forthcoming issues. Papers submitted to this journal must contain original results and must not be submitted elsewhere while being evaluated for the Pertanika Journals.

Submissions in English should be accompanied by an abstract not exceeding 300 words. Your manuscript should be no more than 6,000 words or 10-12 printed pages, including notes and abstract. Submissions should conform to the Pertanika style, which is available at [www.rmc.upm.edu.my/pertanika](http://www.rmc.upm.edu.my/pertanika) or by mail or email upon request.

Papers should be double-spaced 12 point type (Times New Roman fonts preferred). The first page should include the title of the article but no author information. Page 2 should repeat the title of the article together with the names and contact information of the corresponding author as well as all the other authors. Page 3 should contain the abstract only. Page 4 and subsequent pages to have the text - Acknowledgments - References - Tables - Legends to figures - Figures, etc.

Questions regarding submissions should only be directed to the Executive Editor, Pertanika Journals.

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